JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

Volume CXVIII | Boston, October 21, 1935 | Number 16

REPRESENTATIVE SCHOOL SYSTEMS

Minneapolis

By CARROLL R. REED

Superintendent

DURING the depression years, the Minneapolis schools have given much thought to the formulation of an underlying philosophy of education. Principals' meetings have been concerned with this discussion. Teachers, at group conferences held in the individual buildings, have considered the matter and contributed their findings to groups of principals and supervisors.

The results of these meetings and conferences were summarized, and briefly stated are:—

1. The Minneapolis schools cannot build a new social order, but they can train pupils to think clearly about social problems. Teachers can teach tolerance for other people's opinions, co-operation in worthwhile tasks, fair play, and honesty both in school and out. These ideals have been accepted and tested throughout the history of our American democracy. The school is responsible for social betterment in so far as the society in which we live sanctions activities and attitudes leading toward the improvement of that society.

2. The Minneapolis schools believe that the effectiveness of a person depends upon his ability to adjust himself to his social order. The important fact to remember is that this is not a static order but a dynamic and changing one. The schools are the most powerful force in making sure that the change is an improvement, and the most effective method of bringing about this result is to equip our young people with trained intelligence guided by ideals of social justice and consideration for others.

3. The Minneapolis schools recognize their obligation to the individual child. We are aware that great individual differences exist among the 83,000 school children in the city. The curriculum of the school must provide for the needs and interests of the individual. We must respect the personality of the child, his inheritance, and his normal growth in order that each individual may develop to his fullest capacity for living a happy and effective life.

4. The Minneapolis schools believe that the social development of the child requires opportunities for participation in group activities. We believe that learning takes place where there is purposeful activity. The classroom must furnish a part of this opportunity, but teachers must also co-operate with such activities outside of the school as contribute to education.

5. The Minneapolis schools believe that learning takes place only when accompanied by the emotional factor which we call interest. Every effective lesson must arouse some emotional response within the child which stimulates his purpose and drives him to the performance of a worthwhile task.

6. The Minneapolis schools believe that the content of the curriculum should be selected upon the basis of the needs and interests of the child. A certain body of knowledge which it is important for children to know, certain activities, and certain worthwhile experiences constitute the curriculum of the school. The curriculum must continue to present the fundamental skills which are necessary for every individual who takes part in social and economic affairs. It must also take care of the physical and emotional needs of each individual to enable him to meet his obligations as an efficient citizen.

7. The Minneapolis schools believe in the importance of work. No education is worth while unless it teaches the fundamental importance of hard, responsible work carried on for the achievement of a worthwhile purpose. Such work is the unavoidable price of worthy achievement.

This working philosophy served to guide educational work, particularly in the field of instruction, and to articulate and co-ordinate the efforts of different groups of school workers. The emphasis which this philosophy placed on the better understanding and care of the needs of the individual

RAMSEY JUNIOR HIGH SCHOOL

child gave rise to certain well directed and well defined efforts to put the philosophy into practice. A few of these efforts are reported here.

Forestalling Failure in the Elementary Grades

The problem of pupil failure is serious not only because of the monetary cost to the school system of having pupils repeat grades and subjects but also because of the pupil discouragement which usually accompanies such an experience. In the primary grades, particularly in the first grade, the percentage of failure indicates serious maladjustments.

Failure has in times past been reduced by administrative edict. Reducing failure by such a procedure is not an entirely lasting or satisfactory solution of the problem since it frequently develops an attitude of *laissez faire* toward the whole problem of evaluating pupil progress. Failure can be reduced only by a real study of the individual child and of the curriculum with a view to working out a better adjustment of the curriculum to the capacity of the individual child.

In 1932 a detailed study was made of pupils who had failed in the first grade. On the basis of this study, certain recommendations were made which might aid in eliminating at least a part of such failure. The principals and teachers of eight elementary schools formed into an experimental group to try out some of the recommendations made in the report and to work out other helpful changes. The principals and teachers of these schools made a sincere attempt to substitute standards of all-round child growth for the single standard of skill in reading as the basis of promotion. They investigated the possibility of some form of cumulative record. They made adjustments in the reading program in the 1-B grade. They studied the feasibility of print-script writing in relation to reading. The members of this experimental group of eight schools carried on their work through group conferences and discussions. The work of these groups was not only of great help in solving problems but also their reports aroused considerable interest on the part of all elementary principals, with the result that a number of the superintendent's meetings with elementary school principals for the year 1934-35 were given over to discussions of problems pertaining to the primary schools, such as promotional plans, report cards, and pupil records.

Re-checking the Work of the Junior High School

A committee of junior high school principals met regularly during the years of 1934 and 1935 to consider the need for reorganization of the program of studies in Minneapolis junior high schools. Through a series of conferences, accompanied by wide reading in all fields related to the possible needs of children in the "teen" age, this committee evolved a series of statements, which they called "The Needs of Junior High School Boys and Girls." The series, which might well be called a statement of the objectives of the junior high school, is as follows:—

1. The preservation and the development of physical well-being.
2. The development of an active interest in the solution of civic and economic problems, including recognition of one's responsibility.
3. The acquisition of those appreciations, interests, and skills which will make the individual's life richer and more enjoyable.
4. The acquisition of a knowledge of values and of habits of discriminating selection.
5. An understanding of those principles which govern the

effect of natural phenomena on life.

6. Control over those skills which enable one to gain information independently and to communicate ideas effectively.
7. The development of the potential capacity of the adolescent boy or girl for intelligent self-direction.

Their next step was to evaluate the present program of studies to see whether or not it fulfilled these needs adequately. During the spring of 1935, committees of teachers made a critical evaluation of each subject in the curriculum in the following manner:—

Step 1. They made a topical outline of the courses as they are taught.

Step 2. They listed the life situations in which each topic applies.

Step 3. They rated each topic for its value to pupils.

Step 4. They made suggestions for changes in each course or subject to meet better the needs of boys and girls.

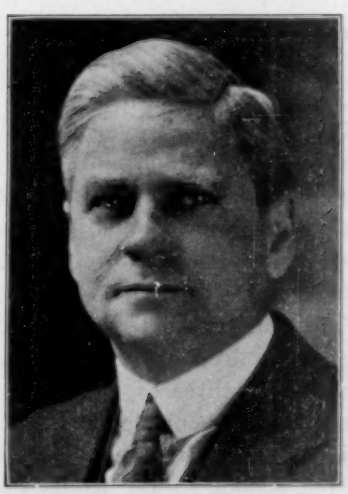
This study of the curriculum will be continued in 1935-36, when the principals' committee will compare the teachers' analysis of subjects and the objectives or list of needs set up and will formulate a list of recommendations with regard to changes which should be effected in the junior high school.

Cumulative Records

Any plan for better educational guidance of the individual child necessitates the use of carefully accumulated, accurate, and constructive information regarding the child. It is necessary to know something of his health and of health handicaps to be overcome, of his success in school work, of his special interests and abilities, and of his personality assets. While schools have had all of this information, there has been difficulty in using it to the child's advantage because it has been scattered over several different records, with individual records in the hands of different departments. Only by bringing the information together and making it easily available to teachers and principals did it seem possible to give the guidance and to make adjustments in the school program which the all-round development of many children seems to demand.

In the past it has been customary to consider guidance a function of the secondary school. In actual practice guidance on the secondary school level is too late to help many children. They are already misfits, they are discouraged in school work, and they have formed habits and attitudes which can be overcome only with the greatest difficulty. While the wise elementary school teacher and principal always have counseled and guided children, still many factors operate in our modern elementary school to make this increasingly difficult. The large groups in schools, the large classes, difficulties in knowing the parents and the home are but a few of these factors. By bringing together the information which the school already has about the child, it is hoped that proper guidance for each child will be made easier and surer.

Early in the year of 1934, the superintendent appointed a committee for the purpose of contacting principals and teachers to determine what information was needed for the proper guidance of each child and of working out the form of such a record. After considerable intensive work, the commitee developed a record which was placed in use in eight elementary schools, one grammar school, three junior high schools, and one senior high school. After a period of experimentation, the record was revised and a manual worked out for its use. The record was installed during the summer months and is now in operation in all schools.



CARROLL R. REED

Studying the Child

In 1924, the Commonwealth Fund, which was sponsoring and promoting the mental hygiene movement in the United States, established and carried on a demonstration Child Guidance Clinic in the Twin Cities for a period of one year. At the close of this period, the Minneapolis Public Schools took over this clinic, establishing it at the Lymanhurst School. By doing this Minneapolis became the first city in the United States to have a complete mental hygiene unit operated within its public school system. This pioneering step was due to the emphasis even then put upon the emotional life and behavior reactions of children by teachers and principals in Minneapolis.

The Child Study department has as its purpose the elimination of the obstacles to education. To this end it studies a wide range of individual children who are failing to profit to a satisfactory degree by the advantages offered in school. These children may present the problem of non-attendance, inability or unwillingness to do the assigned work, failure to conform to acceptable standards of conduct, or personality traits which seem to jeopardize their future sharing in the responsibilities of citizenship. Whatever the presenting problem may be, an effort is made to isolate and eliminate the causes of the behavior.

DOWLING SCHOOL FOR CRIPPLED CHILDREN

Serving the Atypical

Children with disabilities which make it impossible for them to develop to their fullest capacity in the usual school classes are cared for in classes arranged to fit their particular needs. Thus, public schools have developed classes for children who are crippled, whose vision or hearing is impaired, for those with speech defects, and for those with retarded mental development.

Classes for children of these types are located in schools in various parts of the city. Transportation either by bus or by street car is provided for any child leaving his own school district.

Children are admitted to special classes or schools upon the recommendation of a specialist after a thorough examination has been made. Children are kept in these classes only as long as their condition makes it necessary. They are then transferred back to regular classes.

All school work for cardiac and crippled children centres around their health needs. Each child's program is based upon the recommendation of the orthopedic surgeon or the heart specialist. It may include corrective gymnastics, occupational therapy, rest periods, heliotherapy, muscle massage, hydrotherapy, or physiotherapy. The school has, in addition to classroom teachers, specialists in each of these lines. Attention is given early to the problems of vocational guidance. At the time pupils leave school, they are referred to the State Rehabilitation Department for further help.

Crippled and cardiac pupils of high school age are given instruction in an academic high school. They attend the regular classes of the school, but they are given special supervision by a teacher-adviser, who arranges for their transportation about the building, coaches them in subjects in which individual help is needed, and gives attention in a general way to their physical well-being.

Provision is also made for children who are undernourished and underweight. Health, including diet, rest, and proper recreation, is stressed. Nourishing food and rest periods are provided during the school day.

The totally blind and partially seeing children are cared for in ten classes, three of which are at the high school level. These children attend the regular classes in the school so far as possible, but come to the sight saving teacher for special help in reading, in music, in typewriting, and in whatever else is necessary to make instruction in regular classes possible. Braille is taught to those for whom the oculist advises it, and typewriting is taught to pupils in the fourth grade and beyond. Music is stressed for its avocational value. Large print materials and other equipment necessary for their instruction are provided. In high school, in addition to the help given by the teacher assigned to the group, student readers are provided.

Children whose hearing loss is greater than thirty sensation units are admitted to special classes for the deaf. These classes include kindergarten and grades one to eight. Besides the usual school subjects, pupils in these classes receive instruction in lip reading, in voice placement, and in rhythm. Every effort is made to help the pupils utilize other senses more fully to compensate for their handicap. Through special radio and electrical devices, children are given special opportunity to utilize what hearing they have as an aid in voice training. Deaf children are admitted to kindergarten at the age of four in order that speech

training may be started early.

Children with speech defects are given training by a staff of speech teachers. These children are enrolled in the regular classes, but meet the speech teacher twice a week for periods varying from twenty to forty-five minutes. The kind of treatment given depends upon the speech difficulty, the conditions contributing to it, and the attitudes of children and parents toward it. In order to secure a better understanding of the conditions, both emotional and physical, which cause the speech difficulties and to get the co-operation of the home in carrying out treatment, each teacher spends one day a week in consultations with parents.

Children of retarded mentality are cared for in special classes located in different school buildings. There are classes for children of primary age, intermediate age, and for older groups. Five such groups are organized in high school buildings to care for children of that age. Specialized training for girls in cafeteria work, nurse maid and maid service is given. For boys, farming, home mechanics, and training for chef's helper are stressed. A modified course on community life problems is also given. In all of these classes the course of study is arranged in units of experience. Each pupil has one and one-half hours of handwork each day related to the academic activities.

Civics Made Alive

Minneapolis has evolved a unique plan for putting new life into the study of civics, or of community life problems, as it is called in Minneapolis.

Government is not the only thing these boys and girls study as they troop about the city on occasional excursions. In fact, that is the last phase of their work, and before they undertake it they have studied some of the problems of living with others. They have learned much of the interdependence of home, school, and church, the reasonableness of demands for co-operation in maintaining public health and in providing for recreation. They have seen something of the necessity for city planning, the wisdom and rightness of special provision for the city's handicapped.

This they follow by study through textbook, discussion, and excursion of the city's industrial life and at least the beginnings of the economic phases of communal living. They learn of the relationship between earning and production, between capital and labor. They study the elements and purposes of communication and transportation.

Cannot Rest on Oars

The limits of this article preclude the consideration of many other interesting phases of the Minneapolis school system. The depression has brought about new problems and new services. Adult education, social studies, social service work, health service, safety education have all been emphasized. With decreasing revenue, new problems have been forced upon the schools.

Schools are effective in accordance with the manner in which they meet the social needs of their time.

The present situation reveals a common concern for the improvement of the schools, but many differing opinions, both among educators and laymen, as to how the improvement is to be brought about.

The best answer to criticism is ceaseless effort to improve the quality of the instruction offered in the schools and much thought concerning the best means of attaining our objectives. Teachers must meet general criticism of the schools by specific results in child growth and improvement.

YOUNG SCIENTISTS VISIT MINNEHAHA CREEK

A "Show" That Pleased Parents

By GEORGE E. HOLLISTER
Eastern State Normal School
Madison, South Dakota

Fathers as well as mothers were attracted to see what their own children had achieved.

IN many schools the annual exhibit of classroom work has almost become an established institution. With our stress, in recent years, on the interpretation of the schools to the public a more urgent need has been felt to bring the patrons to the schools. The school exhibit seems to have a better chance of drawing both father and mother to the school than almost anything else that can be done.

Then, there is the stimulation to both the pupils and the teacher. Ideally, the exhibit should be just the results of a well planned program carried to completion. However, in practical operation the idea of a forthcoming exhibit can be a decided spur to inspired class activity.

•

The tendency on the part of the teacher is perhaps too often to select only the best work for display. Although the teacher should not be criticized for wanting to make her room attractive, yet when mother and father look over the room they want to see what their own child has been doing. They did not come to see the work of the upper quarter of the class. They have a right to expect and to find some of the work of every pupil. An exhibit that has the notebooks, writing, and activity work of each pupil open on his desk for inspection is desirable. If the teacher is to be judged by an exhibit let it be by the excellence of the class as a whole, not by a series of especially selected works of the more gifted pupils. The selection of the best work for a display may be satisfactory for use at a county or state fair, but not for the home room where patrons are invited to inspect the achievements of the class.

"If the teacher is to be judged by an exhibit let it be by the excellence of the class as a whole, not by a series of especially selected works of the more gifted pupils."

The school exhibit can often be varied by the addition of certain features. Registration at a desk attended by the pupils is used in many schools. The serving of light refreshments to the guests in the school auditorium or gymnasium helps to create a pleasant atmosphere. The P. T. A. has often taken this over as a project. A short program of about an hour's duration can be an added feature. The special teachers frequently take this as an opportunity to present their work. Vocal and instrumental music, physical education demonstration, club activities, and results of class work can all be combined in a varied program. Very often such outside organizations as the Boy Scouts, Girl Scouts, Campfire Girls, Y. M. C. A., and Y. W. C. A. are glad to participate in the programs. These can add materially to the school exhibit.

•

In the more practical phase of planning an exhibit the writer has used the following method for displaying the work of his pupils.

A small stage which had been made for puppet shows was appropriated and a track built across the front through which slides could be passed. Every pupil in the room was asked to select at least one piece of his work and prepare a slide with it. A piece of heavy cardboard from the side of a paper carton was used as a foundation. This was cut so it would pass along the track. Several inches of framework were allowed on each side to keep the framework strong. The centre of the cardboard was cut out to the desired size and the border painted. Before pasting his piece of work on the back a light oil was thinly spread over the piece of work. This made the paper translucent and brought out whatever was written or drawn on the paper. A strong light placed on the stage behind the slides illuminated them. The oil did not cause ink, crayon, or pencil to run. Maps, diagrams, graphs, sketches, and written words stood out in bold relief.

A great variety of work from every pupil can be shown in this manner. The success of the idea can be attested to by the popularity of the device and the number of people who stood by to see the "show." A series of slides could be developed to portray a story or a unit of work. Pupils could also use this device for an illustrated talk.

Perhaps from an ideal standpoint the school exhibit as we are thinking of it here should not be necessary. If such display space and cases in the rooms and halls were available the exhibits could be maintained so that the public might desire to inspect them at regular intervals. This might be a more ideal situation. Until that happy day arrives, for the majority of our schools, let us continue to plan exhibits that will help to maintain the interest of the public in their schools.

Boston's Part in School Health

By JOHN P. SULLIVAN
Supervisor of Health Education
Boston Public Schools

A history of one city's development of health services for the children in its schools.

SCARCELY had the first rude buildings which the early Bostonians were pleased to call "Schooles" been erected when the first health problems sprang up.

The first half century of school work was mainly concerned with the imparting of knowledge rather than with the conditions under which the knowledge was imparted. The health and welfare of the scholars as well as the citizens were in the hands of the Selectmen. It is interesting to note here that Paul Revere was the first public health officer in Boston.

•

But toward the start of 1700, the town of Boston was outgrowing its village atmosphere; streets were beginning to replace foot paths; the first rudely constructed homes were giving way to a more substantial type of structure, with a semblance of architectural design; and the people were adopting a more social point of view.

Meanwhile, smallpox had become a major health problem. Epidemics were becoming frequent. In desperation, the Selectmen issued an order encouraging inoculation against the pestilence, as it was called. This order did not seem to carry much weight with the parents of the children in school or the citizens in general, for the warning was not heeded. Shortly after this such a heavy outbreak occurred that one thousand persons moved out of the town to escape its wrath. Immediately the question of inoculation was revived, and for a short time there was a hospital for this purpose on Noddle Island.

But memory is short-lived, and soon settlers flocked to Boston in sufficient numbers so that at the turn of the nineteenth century town government had given way to a city form of government. With the school committee handling the school problems, we find the first official attempt to use the schools in assisting to overcome disease problems. In 1827 the school committee voted the first compulsory vaccination regulation for school children. It directed the master "to ascertain by probable evidence that every child who is offered for admission at school, shall have been secured against contagion of smallpox. And no child not so secured shall be received unless the school committee shall order such child to be received." This rigid regulation was prescribed no doubt by the fear spread through the city at the time as a result of the horrible conditions in New York and Philadelphia. This regulation is still rigidly adhered to in Boston and the idea is found embodied in some sixteen state laws on vaccination.

•

Toward the end of the nineteenth century the school committee, realizing the tremendous importance of school health problems, considered creating the office of Medical Inspector of Schools to supervise all matters pertaining to sanitary conditions, including measures for prevention of the dissemination of contagious diseases. However, the city solicitor ruled that the school committee could not spend funds for that purpose. Undaunted the committee continued to urge this type of position. Finally the office of Instructor in Hygiene was legally established in 1885, and lasted for five years.

An example of the school committee's attitude toward the safeguarding and protecting of the pupil's welfare, particularly the precautions taken against the spread of contagious diseases, was exhibited in 1881. A house in which contagious diseases were present was in close proximity to a primary school building. The committee, considering it to be a nuisance and a menace to the pupils of the nearby school, allotted funds to buy a vacant lot nearby. The house was moved and the menace also, thus allowing the school a better exposure to sunlight.

•

In 1894 the first organized system of medical inspection of schools was established by the Board of Health, which had at that time the full jurisdiction over school health problems. Eighty physicians serving under the direction of the Board of Health visited daily the assigned schools.

An interesting sidelight of the close supervision of the schools by the Board of Health was a regulation requiring that "all the public schoolhouses in the city be fumigated as often as once in each two weeks during the cold season; the work to be done by the janitor on Saturday, burning two pounds of sulphur to each one thousand cubic feet of space."

The handicapped pupils first received attention in 1817 when the school committee "inquired into the number of deaf and dumb, and also the number of blind in each ward." However, the deaf pupils were the first to receive attention. As early as two years before the Civil War instruction was given to the deaf-mute children. In 1869 a school for deaf-mutes was opened, and shortly afterward was named the

Horace Mann School for the Deaf.

•

Height and weight of children first attracted attention in 1875 when Professor Henry P. Bowditch, of Harvard University, was granted permission "to inquire as to the height and weight of the children attending the public schools."

These two early beginnings presaged the attention given in the twentieth century to the mentally as well as the physically handicapped. The work of Bowditch, later followed by the researches of Emerson, gave rise to the Open-Air Classes and the present Rest and Nutrition Classes.

In addition to the Horace Mann School for the Deaf and the Rest and Nutrition Classes, the twentieth century has seen the handicapped field enlarged by the formation of Sight Conservation Classes, Classes for Speech Improvement, Lip Reading, and Home Instruction for Crippled Children. The mentally retarded are cared for in the Special Classes.

•

Boston was the leader in handling school health problems by establishing the position of Director of School Hygiene in 1907. The physical and hygienic activities of the system were merged into one department. And in 1915 the school physicians and medical problems were detached from the Board of Health and assigned to the Department of School Hygiene under the supervision of the Boston School Committee. However, later in the same year the school committee disassociated physical education from school hygiene. The Department of School Hygiene still continues to supervise the physical welfare of 140,000 pupils, a school population greater than the total population of one western state.

Fear of the Critic Teacher

By GARRY CLEVELAND MYERS

IN teacher training schools great progress has been made in selection of those to be admitted. Far less progress seems to have been made, however, in developing social courage and self-confidence in the young man and woman during practice-teaching.

Undoubtedly the "brass front" is a possession of the cadet teacher over-rated by the critic teacher or director of training. On the other hand almost all other good qualities may be overshadowed by excessive personality-fear manifested by the student whose teaching demonstration is to be reported as "passing" or "unsatisfactory" by the *critic* expert observing her.

Among the points observed by the judge of who shall be allowed to go on to teach are: voice, speech, demeanor, posture, poise, general carriage, clarity of expression, enthusiasm, and general ability to elicit interest and cooperation of practically all the pupils of the class.

Now every one of these factors may seriously be impaired by feelings of great fear—fear of adverse criticism, fear of being ridiculed or humiliated in some way, fear, indeed, of being pronounced a failure.

Excessive fear inevitably affects the voice and the speech; the regulation of the wind supply to operate the vocal cords is interfered with. The lips and tongue and the vocal cords do not then co-ordinate well. Consequently the speech may be indistinct, halting, or otherwise defective. The emotional disturbance may also impair communication with centres higher up. To this day I halt and stammer more than usual, and have all sorts of difficulty at saying what I want to say, in the presence of a person who I suppose is overcritical of my choice of words and my speech in general.

"In the practice-teaching department of a number of teacher-training colleges I have had the opportunity to observe with the critic-teacher or director of training. Many times have I suffered vicariously with the miserable student-teacher who seemed to be almost scared to death. I have always felt like apologizing for being an added nuisance."

Observe the average adolescent rising to speak before his classmates. His eyes are rarely centred on his auditors. They tend to droop, so does his head; and his posture is unstable and ungainly. Clearly he lacks poise and social courage. How is he to speak effectively, with the terrifying fears that beset him? He may not, of course, localize the stimuli of these fears; yet he vaguely dreads that he might say or do something to bring forth ridicule of his classmates or his teacher. Just as his expression is impaired, so is his thinking. Exceedingly self-conscious, it may be that he will forget what he had in mind to say or his statements may come haltingly and incoherently.

Now the young man or woman inexperienced in teaching, standing before a class of pupils trying to teach them, is only a few years older than the timid youth

he was in high school. He knows he is being sized up by the critic teacher or director of training who is listening and looking. This young teacher-in-training tries hard to keep in mind all the hundred odd things he has been told to do or not to do, fearful that he might be caught in making some serious mistake. Perhaps he wonders what this critic is thinking of him anyway, what faults of his teaching will be pointed out later, or whether he will finally be approved and recommended to become a teacher.

•

With all these thoughts and attendant fear emotions to distract him, how can he think and speak logically, forcefully, enthusiastically? Though he had prepared and practiced thoroughly his lesson plans, even rehearsing certain statements, he may seem to himself to be a phonograph he faintly hears while his attention is riveted on himself in relation to the critical observer.

The more fear this cadet-teacher under *expert* observation has, the more he will forget his pupils and the less co-operatively, therefore, they will respond to him. His very fears may render him less attractive—likewise the lesson which he teaches. Besides, some of these youngsters sensing his discomfiture will find satisfaction at be-deviling him. The whole situation is unfavorable to wholesome class response, but favorable to indifference, listlessness and even bad behavior of the pupils.

Accordingly the young prospective teacher later may be told by the critic "at conference" that the whole performance was bad—bad speech, bad voice, bad presentation, bad questioning, and no enthusiasm; that he didn't interest his pupils, and was very weak in discipline. And yet none of these defects might have obtained had no critic been present or expected.

In the practice-teaching department of a number of teacher training colleges, I have had the opportunity to observe with the critic teacher or director of training. Many times have I suffered vicariously with the miserable student-teacher who seemed to be "almost scared to death." I have always felt like apologizing for being an added nuisance.

Having been a country lad myself, and never able to this day to forget the fears I suffered in my student teaching days, I have a peculiar interest in the young man or woman from the rural home, more often timid, perhaps, than those coming from the city.

The average teacher in training gets too much watching and has too many bosses and inspectors, and has more adverse criticism than he can reasonably profit from.

•

My contention is that what is being evaluated in practice teaching is largely dependent upon the degree of social courage which the candidate under observation can evince; and that the more the very timid candidate is observed (measured) by the critic teacher or director of training, the more he tends to shrink, in those traits on which he is being passed or failed. Is it not reasonable to suppose that some of the best teaching material is thrown on the human scrap heap, and others kept to teach who are inferior, just because this emotional problem had not been taken into account?

The young man or woman so eliminated on account of excessive personality-fear while being observed at teaching, might possess an unusual abundance of sympathy for children, insight into the way they feel, great moral integrity and sincerity, fine ideals and the stuff for acquiring high professional zeal.

How may the problem be attacked? It seems to me that it is one for the entire staff of the college of education. Any teacher should easily detect the very timid student. Being interested in developing a classroom atmosphere for wholesome mental health and personality, the instructor in every classroom will aim constantly to cultivate poise, social courage and self-confidence in every student there. The domineering, fear-inspiring, and sarcastic teacher will be displaced by those who have a high regard for the personality of students. No teacher in this school will be content with his achievement so long as he has a single student who speaks so feebly as barely to be heard by his classmates, or who is obviously ill at ease. There will be a classroom atmosphere from which fear and anxiety will have almost wholly disappeared; certainly the kind of fear all too often endured by the student while attempting to speak before his classmates.

•

Then practice teaching will be far less fear-inspiring than it usually is. The critic teacher and director of training will first of all be expert mental hygienists and their main concern will be the personality development of the cadet teacher and his pupils, and the capitalizing of his successes.

Will such a program mean a lowering of standards? It need not at all. By it standards can, indeed, be raised, and more surely be attained by the timid youth.

With personality fears reduced to a minimum in the regular classwork in the teacher training college, those students finally certified as fit to teach would be certified on the basis of their promised worth in a truer measure than at present.

Who will deny that a great many promising prospective teachers have been eliminated in favor of those who put up a better "front" but have poorer native ability to teach?

20 Pointers on Activity Units

By ADA R. MADDEN
Supervisor of Grades
Watertown, New York

"Units will make drill periods more purposeful..... They will seldom provide all of the drill required."

THE use of centres of interest is becoming greater each year in the progressive school where the activity program is receiving attention. These centres, or units, afford opportunity for research, for exploration, and for experimentation, all of which are keynotes in modern education. They help to break down subject matter barriers by integrating the content of the various curriculums used in the system, thus removing the feeling that education is merely made up of unrelated subjects, contained in "water-tight compartments." A well planned and well directed unit will give each pupil an opportunity to make his own contribution according to his ability. Through the planning, discussing and judging necessary on the part of the boys and girls, the art of critical thinking should be a valuable outcome. The increased use of books, papers, and magazines should be another result.

•

A sensible centre is one that is within the needs and interests of the pupils. It should be a socializing experience; in other words, it should bring pupils, teachers, parents, and community agencies into closer relationships. It should help to interpret the school to the community. It should draw upon the resources of that community to the extent that there is developed on the part of the pupils a greater knowledge of and deeper respect for their own environment. A stimulating centre should make boys and girls keenly conscious of their dependence upon the contributions of the past and their interdependence upon the world at large.

The use of a centre of interest should never detract from the subject matter required, nor interfere with the achievement goals set up as promotion standards for each grade; on the contrary, a centre should enliven and enrich all traditional and required content. Teachers should realize that units will make drill periods more purposeful; on the other hand they will seldom provide all of the drill required to establish fundamental skills. Attentive repetition of minimum essentials will always be a part of the school which is thorough in its basic foundations.

•

In a long-term unit procedure occasional shorter units may break the work. To illustrate: the observance of Thanksgiving, Christmas, and other holidays will receive, perforce, major attention at the time of their occurrence. The demands of the required subject content of the curriculum will mean that not every period, by any means, can be devoted to correlation with the unit; such a condition can obtain only in school systems where there is no fixed curriculum, or in systems where the curriculum is made up entirely of selected units.

Principals, teachers, and supervisors may find some help in the following detailed suggestions:—

1. Be sure the centre of interest is of general appeal and within the needs and interests of the pupils.
2. Make sure that the title given to the unit is attractive and intelligible to the younger, as well as to the older pupils.
3. Have definite objectives in mind. Desirable outcomes should include the following: increased amount of factual knowledge; better developed skills and hand work; greater ability in the use of more books; widened appreciation of school, community, and world relationships; desirable changes in attitude, including greater liking on the part of some children for school life, better team work, and more respect for associates.
4. Inform all pupils in the beginning concerning the general plans. Through circle or other type of graph, "picture" your plans.
5. Appoint a general chairman, or an executive committee with one member acting as a general chairman.
6. Post an open list of "Aids" to which teachers and pupils may add books, stories, pictures, magazine articles, etc., as the work progresses. Make use of class, central, and public library.
7. Draw on all possible resources in the school system and in the community. Consult all supervisors, heads of departments, and other members of the teaching personnel. Remember that every community has individuals whom the school needs, and who, in turn, need the school.
8. Keep work simple and childlike, especially in elementary grades.
9. Work slowly and thoroughly. Avoid all hurried procedure and "last minute" innovations. Endeavor to eliminate the idea that the work is being done primarily for "exhibit" purposes.
10. Capitalize every opportunity to incorporate units of work already in the required courses of study.

11. Determine what excursions are sensible to take in connection with the unit. Plan these excursions carefully.*
12. Make each step an educative process. Stress the academic end of the work. Handwork alone never satisfies either pupils or teachers. Merely having something *to show* is not a sufficient objective.
13. Avoid false concepts, especially in construction work. All handwork should be the outgrowth of thorough research work. Now and then material can be used for construction purposes such as is really used in life; more often substitute mediums must be used. In such cases keep the pupil clear in his thinking. To illustrate: A monument, a tower, a pyramid may be shown by the use of cardboard, but pupils must realize of what real monuments, towers, and pyramids *are* built.
14. Make much use of pupil discussion in planning, executing, and judging. Develop the art of critical thinking.
15. Insist on pupils being able to explain their own work. Help them to be increasingly articulate. Pupils who cannot tell what they have done, how they have done it, and why they have done it, have missed the educative process which is a major objective in any centre of interest.
16. Keep all pupils in the school informed as the work progresses. Use a simple newspaper, record, or diary as an official organ. Such "news" should reach all classrooms. Reports may well be read in assembly, discussed in groups, and reported in Parent-Teacher Association meetings. Every centre of interest should contribute information and pleasure for both school and community life. Make use from time to time of the local press.
17. Check progress frequently. Both oral and written tests should be used. Checks should test knowledge of facts, the ability to do critical thinking, and general social attitudes.
18. Select the date for "Home and School Day" culmination. Announce the date early in the year or the term. Issue invitations to all other schools in the city and to interested friends and organizations in the community.
19. Plan to have some of the activities photographed.
20. Consider the publishing of a final write-up of the unit for the benefit of other teachers and other systems.

*See "Planning the Class Excursion," by this author, Journal of Education, May 6, 1935.

On Being a Good Predecessor

By U. C. BARNETT
Superintendent
Augusta, Arkansas

IT is a hard thing to be a worthy successor in this school game. It is still harder to be a meritorious predecessor. To be just and even generous to the man whom you succeed is the mark of a high class man. To be sympathetic and fair-minded to the man who takes your place is an indication of a still higher class man. To look with a critical eye on the methods and accomplishments of the man who held your job before you and to envy the success of the man who follows you when apparently it looms large when laid alongside yours are indeed the traits of an ignoble soul and about as pedagogically unethical as it is possible for one to be guilty of.

You leave your school and someone else reigns in your stead. You go back and find things changed. You may be compelled to observe that things seem to be going better; that there is greater concord among teachers and pupils, and that a higher grade of work is being put out, and you are not in on all this. You are of yesterday. You may overhear the others saying how different things are from what they were when old so-and-so was here, and you are old so-and-so. It is easy to be gracious to a successor when he fails, but when he succeeds, and he increases when you decrease, then is the time to show yourself not merely a man, but a *real* man.

It is never hard to behave in a becoming way before the public eye. "Nothing gives me more pleasure," you say, "than to see the old school flourishing under the able leadership of my worthy and capable successor." But the pinch comes when in the hours of night you wake up and think things over, and make caustic remarks and reflect how hard you have been treated and how little credit is given to you, and what in the world they can see in that . . . ?

•

The exalted art of giving place to others cheerfully and graciously is a very necessary item in a school man's makeup. Nothing robs a teacher or other type of leader more of his usefulness than bitterness of spirit. It is a sheer waste of spiritual energy and, more than that, it is a handicap in all human relationships. The embittered man finds no welcome in any group and no door of usefulness open to him.

We have to become predecessors, sooner or later. It is better to take it calmly and philosophically, with a little humor and a genuine spirit of good will. If you can think much of the cause and little of yourself so much the better. And even in the personal relationships of life, there is such a thing as being ready to leave the company when your time comes with no jealousy of others who will follow you.

But we are human. Our grievances on relinquishing a position may be justified from every angle. We may be accused of sins of omission and of commission of which we are not guilty, and prejudice and self-interest may have entered into the decision of the powers that be. However great the injustice you suffer at the hands of those in authority, time will invariably prove that silence is indeed golden, that you will be a greater hero in the consideration of your friends and will disappoint your enemies who will look for resentment on your part.

The remedy for such injustices of course is a teacher tenure law. This would put teachers beyond the reach of ignorance, prejudice and self-interest on the part of the powers that be, and in a great measure solve the problem of being a worthy predecessor.

Geneva's International School

By CARROLL D. CHAMPLIN
Professor of Education
Pennsylvania State College

This unique school, with its polyglot student body, holds high rank for its superior instruction.

THE city of Geneva is blessed with a large number of cultural and humanitarian institutions. It would require a book of considerable bulk to describe the unique educational and charitable activities of this so-called and well named capital of Europe. The public schools are admirably equipped and efficiently managed, and the personnel of the classrooms is notable for the superior preparation of both the elementary and secondary grade instructors. It would be profitable to discuss at length these public schools, but it would mean the neglect of other important organizations. The many-sidedness of Geneva's educational facilities is striking, and even a fragmentary list of the more distinguished institutions would have to include the following:—

1. The Institute of J. J. Rousseau.
2. The International Bureau of Education.
3. The Maison des Charmilles (for juvenile delinquents).
4. The Save the Children International Union.
5. University of Geneva.
6. College of Geneva.
7. Ecole du Meil (an experimental elementary school).
8. Museum of Art and History.
9. The League of Nations.
10. The International Labor Office.
11. Ariana Museum.
12. The International School.

It is this last-named institution that we wish to emphasize in these few lines. The purpose, plan and accomplishment record of the International School are such as to challenge immediate attention. This school was established in 1924, and during the eleven years of its history it has won high rank among the preparatory institutions of Europe. Its period of service has paralleled the operation of the League of Nations, and this international body has given strong moral support and many satisfied patrons to the school.

The buildings are not elaborate, but they are remarkably adequate; they are not luxuriously furnished, but they are comfortably equipped and intelligently utilized. There are dormitory facilities for both sexes, and at the present time there are forty boarding students. The youngest of these is seven years of age, and the oldest is eighteen. There are several nationalities represented, the continuous intermingling of which results in a very advantageous morale. Breakfast is served in the dormitory, the boys together on their floor, and the girls as a group on the top floor. All of the boys and girls are together for lunch and dinner. The entire cost for room, board and tuition is about one thousand dollars.

First class college preparatory work is being done, and several young Americans have been prepared for a number of our leading higher institutions of learning.

One educational feature of distinction is the instruction given in general culture in all of the grades. This work is based on an unusual philosophy, and it is characteristic of the spirit to be found in every department of the school. It has broad learning and deep sympathies as the objective, and the aim is associated with that of the League of Nations itself.

In the geography classes internationalism is emphasized, and an exceptional piece of work is being done by Dr. Paul Dupuy, the father of Madame Maurette, who is the brilliant director of the school. Map drawing of a superior quality is stressed, and the nations of the world are presented and evaluated from the point of view of the earth as a whole. Dr. Dupuy has described his work and discussed his peculiar instructional technique in a printed lecture entitled "Experiment in International Culture

Through Synthetic Geography." Dr. Dupuy calls his classroom a *Workshop in World Culture;* and he frequently contributes to the school assembly a review of current events from the viewpoint of world unity. How consistent it is to find such a school and such a great teacher in the city of Geneva!

In one of the classrooms is a group of Chinese children being taught by an old-fashioned Chinese schoolmaster. The children sit close together and very close to the teacher, and several children read at a time. The master likes unanimous oral activity, and judges the sincerity of his charges accordingly. The plan is gradually to modify this method and to exchange teachers with a progressive school in China. The philosophy of the International School is liberal, and the movement to modernize instruction is allowed to go at a pace that means substantial progress and permanent results.

•

The youngest children were taught by Miss Gareis, whose classroom is a veritable Montessori headquarters. The instruction is carried on in both French and English regularly, and Miss Gareis also uses both Spanish and German fluently. During the course of a school day all four of these languages are brought into play, an unusual thing for a kindergarten-first grade situation. The instruction of these children represents our best principles, spontaneity and naturalness of expression being the rule rather than the exception. These little children have made genuine progress in the formal requirements of their grade, excellent examples of clearly legible penmanship being everywhere discernible. The youngsters were like workmen in their shop—or, better still, they were like research students in their laboratory. They were free to explore and experiment, and they regarded it as a high privilege to consult their teacher when they needed counsel and assistance.

Miss Bruni is the teacher of the French language and literature. She is a native of France, and she was educated at the Sorbonne. She uses the direct method of instruction, and she is exceedingly enthusiastic concerning her work. She is a thorough student of art, and she uses this interest as a means of motivating much of the work that she supervises. It is no easy assignment to handle children with so many different language predispositions; but Miss Bruni gets results that satisfy both the learners and the patrons of the school. To spend many minutes in this language workship is to realize why this institution is called the International School. We would travel through our forty-eight states without finding a situation so difficult or so inspiring.

•

Until recently there were many Japanese children in this school, but they have gone from Geneva since their representatives resigned from the League of Nations. It might be thought that there would also be fewer Germans since the German leaders announced their withdrawal from the League of Nations; but the persecutions of the Hitler government have brought many highly intelligent and intellectually ambitious refugees across the border into Switzerland.

A number of interesting pamphlets were issued last year when the institution celebrated its tenth anniversary. These are available for the asking. American teachers need to be better informed concerning the activities of such a school as this peace-building institution in Geneva. For those contemplating a visit in the near future the following supplementary features are recommended for examination:—

1. The infirmary equipment.
2. Books of the school library in several languages.
3. The unusual amount of incidental learning achieved.
4. The quality of instruction possible when thirty teachers supervise the learning life of one hundred and sixty children.
5. Dancing exercises for all.
6. Stimulating assembly programs.
7. Special equipment for use in physics and chemistry.
8. Provisions for the recreational life of all.
9. Winter sports always accessible.
10. Inspiring mountain scenery on every horizon.

The author of this tribute regrets the required brevity of this report, for it would be difficult to discover a more challenging institution to describe and evaluate. It is his hope that in the future a greater number of our American students of European education will avail themselves of the opportunity while they are in Geneva to visit and observe the superior educational program being carried on in this unique institution of learning.

What an Education Means

In the last analysis it consists in the organizing of resources in the human being of powers of conduct which shall fit him to his social and physical world. An "uneducated" person is one who is nonplussed by all but the most habitual situations. On the contrary, one who is educated is able practically to extricate himself, by means of the examples with which his memory is stored and of the abstract conceptions which he has acquired, from circumstances in which he never was placed before. Education, in short, cannot be better described than by calling it the organization of acquired habits of conduct and tendencies to behavior.

—William James.

The Round Table

Freedom Should Be Mixed With Common Sense

A muzzled teacher cannot teach. Opponents of academic freedom say that if a teacher would confine his classroom discussions to his own field he could avoid all difficulty. Such a remark indicates an utter lack of knowledge of both teaching material and teaching methods. A young college professor was once called before his president because certain of his comments upon *Paradise Lost* offended the ignorant orthodoxy of a stupid girl. To attempt to teach this poem and absolutely ignore its theological and religious implications would be an example of undiluted pedagogical futility. In the teaching of a course in education, centring around a book like *The Educational Frontier* by Kilpatrick and others, history, sociology, economics, philosophy and psychology march side by side. The teacher himself must be the judge of what is germane and important.

Academic freedom does not mean that every teacher is justified in airing his opinions concerning every conceivable subject in any class that he might be teaching. Especially in recent years much sophomoric drivel in reference to ethical and religious questions has been inflicted on students by teachers lacking even orientation in regard to the fields of knowledge about which they have ventured to speak with oracular pseudo-authority. Investigation and thought should precede the expression of ideas inside of the classroom or out of it. Academic freedom should not be made an excuse for the violation of the first principles of scholarship and common sense.

LEWIS H. CHRISMAN
West Virginia Wesleyan College,
Buckhannon, W. Va.

Depopulation Needless

I was very glad to get the issue of September 2. I missed the Journal very much during the vacation. Your Journal is always inspiring. In the September 2 issue, page 368, in the article on the "One-Room School," "The board suggested as possible solutions school consolidation and State purchase and depopulation of sparsely settled areas."

Consolidation adds greatly to efficiency, but should be accomplished by free transportation. This leaves the children at home at night, and enables people to inhabit the rural sections and also to get the advantages enjoyed by the thickly populated areas. Our greatest problems today are congested population and leisure. We should build up the sparsely settled areas and furnish employment there.

The rural school is the logical centre of rural community life and should rebuild and enrich our national life.

FRED J. PAGE
County School Superintendent, Franklin, Tenn.

•

Why Impose on Children?

Regular home study below the tenth grade is unnecessary. What is more, it is an imposition upon the rights of the child and of his parents. It causes the child (1) to become dependent—to expect others to help him with every minor difficulty or to do all his work for him. (2) It leads to confusion. Teachers teach one method; parents another. (3) The home is not a good environment for study. The radio, piano, conversation and games of other children all make concentration difficult or impossible. Often it takes thirty minutes to do ten minutes' work. (4) Regular home study deprives parents of the services and companionship of their children. Both of these are essential to the greatest potential development of personality. Children should have plenty of time for play, music, private lessons in cultural activities and helping their parents with the work. Generally, by the time a child comes home after school, washes, reads the paper, practices some cultural activity, helps his parents and eats dinner it is six thirty. It is no more than proper that his regular day's work should end at this time.

Skillfully administered supervised study makes home work unnecessary; it enables each teacher to use at least half of the time in helping her students prepare the daily assignment. The thoughtful use of this plan practically does away with all excuses for regular home study and the wasteful practice of grading written work in class. These procedures should be practiced by no teacher and tolerated by no administrator. Too much class time is wasted in dull recitations, correcting papers, and in haphazard study techniques.

BYRON C. KIRBY
Principal, Oliver Platoon School, South Bend, Indiana.

Winshipisms

"Teaching is nourishing hope."

•

"The best friend of the teachers is he who insists upon their hustling to keep up with the times."

•

"Every recommendation of a teacher should produce an affidavit under oath that he is not revengeful."

•

"The more we forget self, the longer will we be remembered."

•

"A child in school must be regarded by the teacher as a more holy being than any adult in the community."

All in the Day's Work

By FRANCIS READ

A High School Principal

A Right to Protest

"Has a teacher a right to call a boy dumb in the presence of the class?" a sophomore boy asked me the other day in the office. "Certainly not," I replied. "Who did it?" The boy mentioned the name of one of our finest men teachers.

I explained to the boy that the teacher had made a mistake, just as we all do often. "You must learn to fight your own battles, George," I said. "I suggest that you go to the teacher after school and tell him that you did not like the way he spoke to you." After some hesitation the boy agreed to the proposal.

I met the chap in the hall the next day. "How did you get along with yesterday's interview?" I asked. "Great," was the reply. "The man is a regular fellow."

Students have many rights; they must be taught to stand up for them. They have a right to demand courteous treatment from teachers. They have a right to insist upon knowing upon what basis marks are given and prizes awarded. They have a right to claim for themselves proper physical conditions in the classroom.

The schools have been strong on teaching boys and girls to obey, to follow, to conform. It is time to teach them to stand up for their rights. A survey of the world would indicate that the future welfare of the individual and society will demand a people who know how to protest, to resist, to initiate; perhaps to rebel.

•

Less Taken for Granted

I never knew young people to be so appreciative of little things done for them as they are this fall. Here are some incidents that occurred today:—

"Hello! This is Mary. I want to thank you so much for helping me get that position in Porto Rico." An excited and happy voice was at the other end of the telephone. After considerable stalling I finally puzzled out what Mary it was who was talking to me. I vaguely remembered that about two years ago I had advised this young woman, who was then at the point of despair about finding work, to write to the proper officials at Washington regarding a teaching position in one of our insular possessions. She followed my suggestion and had just received a telegram informing her of her election to a good job.

"You don't know how glad I am that you persuaded me to come back to school," a big boy who had dropped out last year told me.

"I just wanted to come over before leaving for college and thank you again for helping me get the scholarship," a last year's graduate called to say.

Any high school principal, worthy the name, spends his life in helping his students. He likes to be thanked now and then, not so much because he is looking for gratitude, as because it pleases him to know that the boys and girls in whom he is interested are forming the desirable habit of being appreciative.

I believe that the depression is making our young people more grateful for what is done for them.

Pedagogical Pennings

By R. L. HUNT

No. 4—The Model Teacher

LEST some critic may suggest that the dictionary be consulted—Model is not used in the narrow sense as being a small imitation of the real thing. The writer once attempted to discuss the old psychological question of the mechanically moral vs. the intellectually immoral person. A well meaning but unenlightened reporter summed up the remarks by saying: "Hunt says that the schools need more immoral teachers and fewer dead ones." Maybe the reporter was right, but no pedagogue would be expected to admit it.

The old idea that training, experience, and intelligence were absolute proofs of success seems to be waning. Instead such intangible terms as personality, loyalty, good sense, a sound philosophy of life, management ability and desirable personality traits are listed as essential qualifications for success.

In recent years many books have been written on such subjects as, "The Teachers' Many Parts," "The Teacher Outside of School," and "The Excellent Teacher." Everything from the color of the finger nails to the summer vacation trips is included in the list of do's and don'ts.

Surely the teacher should know something about education in general, her special subject in particular, and that being a bookworm adds very little to her book of testimonials. But above all she should be a normal, wide-awake, sensible individual who understands human nature and its many complex problems.

Teachers have been classified as: (1) Those born; (2) those re-born; and (3) those who never should have been born. What are you?

The Model Teacher should be serious but not too serious; happy but not frivolous; sensible but not inhuman; human without a super-human complex. She should teach a few things not found in the textbook.

The Teacher and the Times

A NEW DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

The Chipless Shoulder

WILL the United States succeed in carrying out its newly adopted policy of restricting trade with warring nations?

This policy, expressed in official warnings to American firms and citizens that their dealings with Italy and Ethiopia are at their own risk, and in an embargo on sales and shipments of war munitions from the United States to either of the belligerents, will be opposed and evaded by those who see a chance for profit from such transactions. Pressure groups are already at work trying to tear down the noble resolution of the federal government not to become a party to the present war nor to be drawn into it through the traditional insistence upon "freedom of the seas."

The issue is between the desire for immediate commercial gains on the one hand, and national self-respect together with the probable avoidance of war entanglements on the other end. Surely the cost of being plunged into military conflict is too enormous to be risked upon the opportunity for present profits, even though these might be sufficient to end the depression.

Persistence in the revised pattern of neutrality may, incidentally, diminish the widely held notion that the United States worships nothing but the dollar.

Of course there are those who look upon the altered version of neutrality as a form of backing down to play safe. At best, they say, it is keeping cool heads in a crisis. Even so, the policy is sensible.

A severe test of the national character is involved in the imminent struggle between the no-chip-on-my-shoulder policy of Uncle Sam today, and those commercial interests—whether arms makers, copper miners, cotton growers or traders in scrap iron—who may insist that the old freedom of the seas be maintained at whatever cost to their country.

• • •

Teachers' Oath at Harvard

IT WAS a spirited speech that Professor Kirtley Mather of Harvard University delivered against the Massachusetts law requiring teachers to swear their loyalty to the state and federal constitutions. He made it clear that he did not object to taking the oath as such—had done so upon several occasions and would do so again. What he did object to was the danger to free thought and expression which lurks in such laws as the one in question. He saw in the teachers' oath statute an entering wedge for laws demanding that teachers refrain from criticizing the government.

It was a courageous stand, also, that Dr. Mather proposed to take—in declining to obey the law.

Indications were that a number of other Harvard professors were about to join in this rebellion.

But President Conant was too quick for them. He quietly announced that any member of the Harvard faculty who would not take the oath would be suspended.

The potential revolt collapsed. And the university was spared from becoming the scene of a newspaper sensation, a tempest in a teapot.

President Conant's decision was that of a wise administrator. His personal views regarding the teachers' oath legislation had been openly expressed. He did not favor the bill. Moreover, his protest against attempts to shackle the speech of university professors had been clearly and impressively demonstrated sometime earlier in his rejection of a gift proffered to Harvard by a member of the Hitler government of Germany.

Men of unquestioned intelligence and strong character often differ as to when and where they should maintain a principle, when and where they should yield a point for expediency—perhaps to make a firmer stand where it will count more, later.

• • •

Japan's Friendly Gesture

NOT often does a nation which has gained possession of an important market, deliberately and voluntarily abandon it to a rival nation.

Japan, however, has recently caused American manufacturers of cotton textiles to rub their eyes over just such a gesture.

The Nippon government has announced its intention to cut very deeply its quota of exports of cotton goods to the Philippines for the next two years. This means the probable recapture of that market by American-made fabrics.

The explanation of the Japanese official action is not to be found in pure altruism. Tokio had been subsidizing its exporters of cotton, and decided to end that practice, for economic or financial reasons best known to itself.

Nevertheless the result of Japan's action will be an increment of good will in the United States; and justly so—since any government that can

combine a friendly move with good business policy, deserves credit for its enlightened selfishness. The world needs more of it.

• • •

Why Do Teachers "Take It"?

FINGERING the radio dials the other evening, this writer heard an entertainer telling an antiquated joke about a teacher. The entertainer said a friend of his had fallen in love with a schoolma'am; had called on her several times; but had suddenly quit. The trouble was—she demanded a written excuse whenever he was late.

That much added to the gaiety of nations, and no great harm done, we may suppose.

And yet . . .

The multiplicity of such wisecracks about teachers tends to create a picture of them which is as unattractive as it is unfair. Perhaps, for professional reasons and in order to keep good teachers from going off and getting married, we should raise no objection to this hedging in of the woman teacher behind a barrier of false impressions and misrepresentations. Perhaps the public should be allowed to keep right on regarding the teacher as a queer sort of person.

But our sense of fairness protests.

We are reminded that organized groups of other persons in the community maintain a vigilant outlook against the building up of unfavorable thoughts about their members as a class.

Why should not the teachers, through their state and national associations, have a word to say about the way they are represented on the radio, in the cartoons, and on the screen?

All prejudice aside, the modern teacher, man or woman, will bear the light of day upon face, garb and manners quite as well as the average member of any other calling.

• • •

Isolating the War

AFTER Japan and Germany had flouted the League of Nations with complete immunity —merely resigning from the Geneva body when criticism grew too hot for them—it must have been clear to every one that there is not yet in the world any effective means of halting a willful nation bent upon a war of conquest.

For the present, that hope is dashed.

What hope remains?

Chiefly, that war on a world-wide scale may be prevented.

Intolerable as it is that one nation deliberately invade the territory of another and presumably weaker nation, slaughtering those who resist, it would be infinitely worse if this were to precipitate a second world war.

With this in mind it is interesting to watch the efforts of the League of Nations to apply sanctions against the convicted aggressor, Italy, and to keep those sanctions economic rather than military. Boycotts, but not blockades, are the League's weapon. Anything by way of force would be an admission that the League is indeed a failure in its primary purpose of creating, not more wars, but a remedy for wars.

• • •

A Balanced Curriculum

IT HAS always been true that colleges have let out upon the world some very uncouth men and women. They will still be doing this to the end of time, no doubt. But a good deal of credit is due to those colleges, not necessarily large in number of registrants, which pay special attention to the forming of well-rounded personalities. Such institutions watch over the social adjustments of their undergraduates through competent deans and personnel officers. They demand balance; distribution of study among the various fields of knowledge; orientation courses to awaken dormant interests and curiosities. They leave no major field of arts or sciences untouched or ignored by any student. They are thinking of their output as prospective members of society, well equipped leaders; intelligent followers; fully awakened individuals.

Such institutions deserve the gratitude of their alumni, and of society itself.

• • •

Backwardness in Patriotism

THERE are thousands of children in the public schools who come from homes where the Stars and Stripes are not reverenced. The schools, not discouraged by this fact, have been doing a grand work in kindling the love of country—this country—in the hearts of those boys and girls. Saluting the flag and reciting the pledge of allegiance are a natural expression of patriotism as well as a means of nourishing that sentiment where it is not fully grown.

The moment the salute ritual is made compulsory, it breeds hypocrisy; it stirs rebellion; it tramples upon the very principles of freedom of thought and conscience for which the flag itself stands.

A child who refuses to go through the flag exercises with the others needs to be taught, patiently, by precept and example, *why* the national colors are so priceless, so worthy of respect and admiration.

A child who is backward in patriotism, or whose parents have strange notions of other worldliness which may not really interfere with their good citizenship at most points—should be kept where he can be educated.

Education which cannot accept that challenge is a poor substitute for the genuine article.

Anson W. Belding

The Alcove for New Books

Chemistry Made Vital

NEW WORLD OF CHEMISTRY. By Bernard Jaffe, Bushwick High School, New York City. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett & Company.

Not to make experts in chemistry—nor walking encyclopedias of chemical information—has been the purpose of the author in preparing this high school text, "New World of Chemistry." Rather, the aim has been to make chemistry as dynamic an experience for the student as are many of the reactions in the chemical crucible itself.

To this end, historic achievements of the pioneering chemists have been skillfully interwoven with the essential facts and formulae. To the same end, likewise, underlying principles and theories have received much attention. Again, evident care has been used in assembling the illustrations to make them enliven what is almost a storybook of this important science as well as a manual to be studied.

The typical chemistry text of the past few decades has been much like a heavy meal of poorly seasoned food—soon satisfying what little appetite the pupil may have brought with him to the table. There now appears in such a book as this a better seasoned, better balanced meal, having such spice and zest as a superior chef may supply—and whetting the appetite while it nourishes and builds new thought-tissues.

The student who completes the course laid before him in this book should have an abundance of detailed information, combined with an intelligent conception of what it is all about—its fundamentals, its relations to everyday life, and, what is even more to the point perhaps, a habit of respecting the scientific method and seeking to apply it in the pursuit of further knowledge.

• •

Two Ways to Science

SCIENCE BY OBSERVATION AND EXPERIMENT. By Hanor A. Webb and Robert O. Beauchamp, both of George Peabody College for Teachers. New York: D. Appleton-Century Company, Inc.

Offered as a text in general science for junior high school use, "Science by Observation and Experiment" has many features which merit favorable attention. Its material is organized into nine units each designed to supply approximately one month's work. Chapters within the unit are arranged to be completed in about one week each. Following each of these chapters or "topic studies," is a suggestive plan of procedure for the class which should relieve the teacher of considerable steering. The units are: The Homes in Which We Live; Transportation; The Simple Science of Matter; Power in Industry; Our Neighbors in Space; The Earth on Which We Live; Hygiene of Body and Mind; Communication With and Without Wires.

This text should make a pleasant introduction to many of the basic principles and concepts of elementary science—opening up fresh vistas for adolescent boys and girls to glimpse and venture into. That they will learn much about their natural world and the ways in which mankind has been reshaping it to his wishes, is a foregone conclusion.

• •

Speech Static

STAMMERING AND ALLIED DISORDERS. By C. S. Bluemel, England. New York, Boston, Chicago, Atlanta, Dallas, San Francisco: The Macmillan Company.

Prevalent theories of stammering are considered by the author in this monograph; and none is dismissed without respect, though each is deemed no more than a partial explanation. The cause of stammering is sought by Dr. Bluemel in some form of inhibition which is scarcely to be overcome by exercises in breathing, articulation, or by other forms of voice mechanics, but by a more intricate and difficult study of emotional psychology. He looks forward to a time when the person afflicted with stammering may be able to carry about with him some artificial stimulus which will supply the needful conditioning of his vocal responses.

The book closes with a chapter of suggestions on the practical cure of this affliction.

• •

Pioneers' Helpers

HARNESS AND PACK. By Arthur Treadwell Walden. With an introduction by Jesse H. Newlon. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Who would suppose that so fascinating and so fruitful a story could have been written about the animal phase of transportation as Arthur Treadwell Walden has accomplished in this book? Written by one who has himself adventured with dog teams in the Klondike and in one of Admiral Byrd's expeditions, "Harness and Pack" reflects the spirit of the out-of-doorsman, the friend of those patient beasts who have spent their lives in man's service.

The horse, the donkey, the mule, the pony, the ox, the reindeer, the dog—and even the camel—have played major parts in the building up of our country, and all of these have at one time or another furnished a means of communication between distant points.

Told in language which the average fifth-grader can readily follow, the narrative will be read with interest by older pupils and by adults. It lets much of the early background of our nation ride into the minds of its readers on the backs of those four-footed pioneers who helped America to be settled and to draw its scattered states and farms and cities into one nation with one language and one flag.

• •

Business For All

ELEMENTARY STUDY OF BUSINESS. By Grace Sheridan Egan, Port Richmond High School, New York City; Emanuel M. Edelson, C. P. A., St. John's University, New York City; Benjamin Veit, District Superintendent in charge of Junior High Schools, New York City. Boston, New York, Chicago, Atlanta, Columbus, San Francisco, London: Ginn and Company.

It took several decades for the schools to discover just what was the matter with their efforts to teach bookkeeping and accounting to high school students. The trouble came from putting the cart before the horse; trying to teach business procedures of a technical nature before the student had any idea what it was all about.

A text like this refreshing one, "An Elementary Study of Business," revolutionizes the procedure and provides a logical approach. So broad, so human, and so half-familiar are the matters with which the pupil is made acquainted, that the study itself is rendered of self-evident importance, not merely for pupils who are taking a short cut from school into some clerical job but for every boy and girl in the school. No one can escape business. All are in some degree producers and all must be consumers or cease to live.

Civilization is very much rooted in business. And this text contains a wealth of well-organized information, tending to open up the mystery, to reveal the interdependence of us all, and also to demonstrate in detail the work to be done in specified lines of employment—jobs that will be filled by tens of thousands of high school graduates.

This book merits consideration wherever a modernization and broadening of the introductory business course is in contemplation.

The News Digest
OF EDUCATION

Last Word
Women Students Get Back at Men's Questionnaire

PHILADELPHIA.—A questionnaire skirmish recently enlivened the University of Pennsylvania campus, embroiling men and women. The Daily Pennsylvanian started it by asking the men whether they preferred pretty girls or smart ones, slinky or fluffy evening dresses, and other matters of importance in higher education. The girls countered with a questionnaire for women students which began: "Do you like intelligent men or the typical college boy?"

Union Split

NEW YORK.—The long-threatened split in the Teachers Union, the result of warfare between left-wing groups and the old leadership, became a reality recently when the officers and two-thirds of the old leaders of the executive committee resigned in a body from their official positions and from membership in the union. The warfare between left-wing groups and the old leaders, which sometimes has made meetings of the union so violent that police were called, came to a head at the national convention of the American Federation of Teachers, in which the union is Local 5.

Lower School Costs in Illinois Analyzed from State's Figures

CHICAGO, Ill.—Records furnished by John A. Wieland, State Superintendent of Public Instruction, indicate the decline in educational opportunities which resulted from the depression.

The per capita cost of educating the State's children dropped from $119 in 1931 to $94 in 1934. Evidence indicates that the lower cost is the result of depleting the curricula, cutting days from the school terms and reducing the salaries of teachers.

Mr. Wieland reveals the fact that the average school term in 1934 was eleven days shorter than the term in 1931. That means two school weeks.

He discloses the fact that the average teacher salary dropped from $1,690 in 1931 to $1,305 in 1934. The lower average does not represent the actual situation, however. Other informed sources show that although in twenty-nine counties the average for all teachers was below $800, in five counties it was less than $600.

There are about 10,000 one-room schools in Illinois, and the median salary of teachers in these schools was $647. Furthermore, according to Mr. Wieland's figures, the total number of teachers employed declined from 48,976 to 46,161. The significance of that is the implied increase in the "teacher load."

A commission has been appointed by Governor Horner to study the public school problem in Illinois.

Brooklyn College
Ground Broken For New Buildings

BROOKLYN, N. Y. — Mayor La Guardia broke ground recently for the $5,500,000 buildings of Brooklyn College on the Wood-Harmon site in Flatbush. The ground breaking was preceded by speeches by the Mayor, Dr. William A. Boylan, president of Brooklyn College; Arthur S. Tuttle, acting State director of the PWA; Bernard S. Deutsch, Aldermanic President; Borough President Raymond V. Ingersoll, of Brooklyn, and Mark Eisner, chairman of the Board of Higher Education, who presided. Mr. Tuttle said the college buildings were the most costly group of educational buildings in the State of New York, if not in the United States, to be constructed with the aid of Federal funds.

Indian Schools Have 220 Tribes To Serve, Says U. S. Commissioner

SANTA FE, N. M.—Indian schools, with the problem today of satisfying the differences of situation and the needs of 220 tribes, offer probably a greater diversity of curricula than do the schools administered by any state in the Union, according to John Collier, commissioner of Indian Affairs.

Commissioner Collier holds that by concentrating on boarding schools, the previous Indian office cared for the education of slightly more than half of the Indian children at an approximate cost of $9,000,000 a year. Because of their heavy cost these schools were expected to produce far-reaching results. However, a lack of variety in the courses caused them to lag in efficiency.

Because of a shrinkage in the appropriation, it became necessary to shift the funds to a less expensive type of work, and as a result government day schools and public schools were aided.

A significant factor in the public school development is that tuition payments and the Johnson-O'Malley Act radically improved their quality. An appropriation by Congress of $1,000,000 aided also in the enlargement and the betterment of these schools. As a result of these improvements attendance in public schools has greatly increased while that of the boarding schools has fallen off.

Now that Indian schools have lost their stereotype they must be judged by their actual production in terms of energized individuals, of intelligible human and social programs and by the actual mastery of their pupils over necessary subjects. As a result of these drastic changes it should be both interesting and exciting to note the products of this creative system.

Paradise for Parents

MEXICO CITY.—A national system of higher education to include free tuition, board, and clothing for students was advocated by President Lazaro Cardenas in a special message to Congress. "Our educational system should be constituted in such a way that its opportunities and benefits may be available to the working class," he said. "All opportunities for culture should be placed within the reach of the laborers, thus giving true class spirit to socialistic education. Our present system reflects the vices and anachronisms of our social organization, since during the colonial period the educational system in this country was in accordance with the economic interests of its dominators."

College Girls Turn Natural; Super-sophistication Is Out

BOSTON. — Autumn presents its fresh crop of college girls. In matters of fashion these girls are one of the most influential and imitated groups of women in America.

This year the college group is going natural, casual and particularly well-bred. Last year's super-sophistication is as dead as the post-war flapper. Grecian curls are out, so are high heels.

Hair is softer, merely brushed back from the face and off the forehead, with a few short curls around the back of the head. Make-up is scarce, with faces giving mostly a well-washed look. Lipstick is lighter in tone than for several years, and nail polish usually matches it. Rouge is conspicuous by its absence, and even powder is light in texture and shaded to match the skin. The result is a young girl look which is every bit as engaging as its owner intends and expects it to be.

Brooks sweaters with tiny pearls around the neck instead of the usual scarf are a campus uniform. Sweaters are without belts this year, by the way. Sleeves are pulled up above the elbow, giving a washer-woman effect which somehow manages to look smart. Crazy "pet" hats of all descriptions go to everything but the Dean's tea, and look both chic and eccentric.

Skirts are rough tweeds and nubbly-knit. Shoes are either brogues or flats, and little socks, if any, are woolly and colorful. The newest and strangest note is the comeback of ribbed wool stockings. Just like grandma used to wear. Another new item is the popularity of velveteen combined with tweed or wool for sportswear. Extra jackets of velveteen are especially good.

Alumni Fund

Give Dartmouth Scholarship To Illinois Youth

HANOVER, N. H.—Establishment by Chicago alumni of Dartmouth College of a fund to be known as the Chicago alumni scholarship was announced recently by Ernest M. Hopkins, president of the college. The fund guarantees $500 a year to one graduate whose home must be in Illinois. The first recipient of the scholarship, Hopkins said, was Robert F. MacLeod, of Glen Ellyn, Illinois, a suburb of Chicago.

Excuse Dust

Brooms Fly as Girls Tidy Rooms in Contest

BURLINGTON, Vt.—Women at the University of Vermont are beginning to wear a drawn and harried look and to stagger about the campus with brooms and mop pails, the ends of feather dusters, dust pans, and dust cloths protruding from their pockets, for inspection competition between women's dormitories has begun. The contest, which will be carried on weekly, during the remainder of the year, is in charge of Mortar Board, women's senior honorary society. Dormitory inspection has been carried on at the university for several years by Mortar Board, with the purpose of fostering better living conditions and encouraging a better dormitory spirit.

Lee and Grant

HANOVER, N. H.—Two freshmen, assigned as roommates when Dartmouth College began its year, started out, as usual, to get acquainted. "My name's Lee," volunteered one. "Mine's Grant," replied the other. Then they went into details. The former is L. Vandergrift Lee, great-grandson of a first cousin of the famed confederate general. And the other is Charles S. Grant, a great-grandson of a cousin of the Union army's General Grant. Both live in Washington, D. C.

Build a House

Students Gain Real Experience at M. I. T.

CAMBRIDGE, Mass. — The latest twist in the education of budding young architects, designed to bring them into immediate contact with the stern realities of their profession, was announced recently by the Massachusetts Institute of Technology, where architectural students will not only plan but also supervise the actual construction of a modern house. The unique course brings to architecture the so-called laboratory method which has proved so successful in science and engineering. The new plan in architecture is expected to do much to stimulate the student's imagination and interest, and to give him a grasp of the many problems of his profession, usually encountered only after an architect has begun his career.

Wild Life

Vocational Course Teaches Outdoor Men

AMHERST, Mass.—A new two-year vocational training course, which will be given this year for the first time at Massachusetts State College, will train an entering class of sixteen men in wild life management, Dr. Hugh P. Baker, president of the college, stated. Training for the wild life manager will include a knowledge of forestry, environment, soil character, and adaptability of various species to various living conditions. The wild life manager will be able to make surveys and maps, investigate the biological and ecological condition of streams, have a fundamental knowledge of methods of propagation of fish, birds, and fur-bearing animals, understand diseases and practicable methods for controlling them, as well as Federal and State laws for the protection of wild life.

Safety Valve

Hall Made Available For Forum Purposes

NEW YORK.—A large lecture room for "students desiring to address their fellows on any topic" has been set aside at City College by Dr. Frederick B. Robinson, president. The free forum was established to remove "the misrepresentation of certain pressure groups, who have given the public the impression that the faculty of the college is opposed to discussion of current problems by students," Dr. Robinson explained.

New College

Trains Leaders for Self-Help Co-operatives

SANTA BARBARA, Calif.—A new college centred around a picturesque old adobe building here has begun to function with the aim of providing leaders for self-help co-operatives. It was founded with the financial support of philanthropic residents of Santa Barbara in the belief that the collapse of hundreds of self-initiated co-operative endeavors has been due to the lack of trained leadership. The director of the college is Dr. Ralph Scanlan, for several years professor of social science at Santa Barbara State College. A committee in charge of completing organization and arrangements is headed by Dr. Rexall Brown, member of President Roosevelt's Committee on Economic Security and director of the Santa Barbara Clinic.

Form Guild

Former Teachers' Union Members Have Own Body

NEW YORK. — The New York Teachers Guild, with a "progressive labor philosophy," has been organized here by Dr. Henry R. Linville and other former officers of the Teachers' Union, who resigned in protest against left-wing factionalism in the union. The new organization will not be affiliated with the American Federation of Labor, at least for the present, because of the charter held by the Teachers' Union through the American Federation of Teachers. Generally, the guild will seek to carry out the objectives followed by the former officers of the union in matters of working conditions of teachers and improvement of the facilities of education.

Basic English

Curtailed Language Wins in Soviet Army

MOSCOW.—The three-year fight of Mrs. Ivy Litvinoff, wife of the Soviet Foreign Commissar, for adoption in the Soviet of "basic English" as the easiest method of teaching the English language won a signal victory recently when the army newspaper *Red Star* announced that the basic English system would be adopted in the great new scheme to teach foreign languages not only to officers but also to the rank and file of the army. Invented by a Cambridge professor, basic English, it is contended, can express any thought in the English language with a vocabulary of only 850 words.

Schoolboy King

LAUSANNE, Switzerland. — The problems of reading, writing, and arithmetic that beset small boys the world over are of far greater import today to the youngest sovereign in the world than the difficulties of ruling his 10,000,000 subjects in Siam. For the mastering of his schoolbooks is of real and daily moment to the nine-year-old monarch, King Anada Mahidol, while he knows nothing of affairs in his almost forgotten kingdom, over which he was called to rule six months ago when his uncle, King Prajadhipok, became disgusted with conditions and abdicated to enjoy the quiet of an English country estate. The shy dark-eyed boy king, whose coronation has been indefinitely postponed because of his health, is bright in arithmetic and dictation, but has the same difficulties other schoolboys encounter in mastering all the subjects presented for his attention.

Colleges Merge

NEWARK, N. J.—The merger of Dana College and the University of Newark into a single university this Fall is virtually assured, it was announced after the meetings of the boards of trustees of the two institutions. The new institution will be known as the University of Newark. It will have its quarters in the Dana College building. Pending the final merger, registration will continue at the respective quarters. Affiliated with Dana are the Seth Boyden School of Business and the New Jersey Law School. The university includes the Newark Institute of Arts and Sciences and the Mercer Beasley Law School. The two college departments will be merged, and the two law schools will become one.

Big Endowment

University Receives $5,000,000 Estate Grant

ANN ARBOR, Mich.—The gift of $5,000,000 as an endowment for the Graduate School of the University of Michigan was announced recently. The donor is the Horace H. Rackham and Mary A. Rackham Fund of Detroit. The grant supplements many anonymous gifts which Mr. Rackham made to the institution during his lifetime. One million dollars will be used to construct an independent building for the graduate school, on an area a block square, while the balance will become a perpetual endowment, according to university officials.

Swear Allegiance

Harvard Faculty Told It Must Subscribe to Oath

CAMBRIDGE, Mass.—Although expressing the opinion that the Teachers' Oath Bill is "an unnecessary and unwise piece of legislation" and offering the hope that it will be repealed, Dr. James B. Conant, President of Harvard University, declared that every Harvard faculty member must take the oath if he is to hold his present position.

FOUR FACTORS THAT HELP TEETH LAST A LIFETIME: PROPER NUTRITION, PERSONAL CARE, DENTAL CARE AND PLENTY OF CHEWING EXERCISE

Good logic

Young bodies require play and exercise. Chewing gum affords a special, enjoyable exercise beneficial to teeth and youthful facial contours. So, it follows logically that there is a reason, a time and place for chewing gum.

P-152

Forward Looking manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers

CCC Stresses More Education
Plans to Stamp Out Illiteracy

WASHINGTON. — The three R's and their more learned brothers will be given an important place in the program of the CCC this winter. Educational activities will be speeded up, and enlarged, under plans completed by Howard C. Oxley, director of CCC education. The number of educational advisers has been increased to 2,200, and seventy-eight district advisers have been appointed to co-ordinate camp programs of instruction. The office of education defines some of the major objectives as follows:—

Instruction to stamp out illiteracy wherever found among the camps.

Raising educational levels of undereducated youth, providing opportunity for those who are deficient in fundamental school subjects.

Improvement of content in CCC courses, through the use of a manual and lesson outlines.

Development of enrollees' reading habits and stimulation of their interest in a variety of books.

Training in constructive use of leisure time through such activities as arts and crafts, debates, forums, motion pictures, hiking, and nature studies.

Seven Ideals for Child

BUFFALO, N. Y.—The seven-point program of the National Congress of Parents and Teachers was adopted as the major objective of the New York State congress at the recent session here. The body pledged itself to work for the principles of the program in behalf of every child in the State. The platform of the national group sets up these seven ideals for every child: 1. A sound mind in a strong and healthy body. 2. A home life that is happy, unselfish, and democratic. 3. The ability to read and write, to think, study and act. 4. The knowledge and skill needed to earn a good living. 5. The use of free time for worthy activities and pleasures. 6. An informal citizenship dedicated to the common good. 7. Fine spiritual character that is trusted and admired.

Advises Brakes

Columbia Head Sees Merit in Old Ideas

NEW YORK.—Dr. Nicholas Murray Butler, president of Columbia University, recently attacked certain trends in modern education, declaring that many social ills and individual shortcomings could be traced to the deficiencies of modern schooling. He suggested that schools stop emphasizing "highly complex" courses of study which are now in vogue, that they refrain from glorifying teaching methods rather than actual instruction and that they cast out the "quite grotesque notion" that children know best what subjects of study will be of most benefit to themselves. "It has been customary to abuse and sneer at the little red schoolhouse of two generations ago," he remarked, "but if that little red schoolhouse was presided over by a teacher of warm personality with a genius for impressing himself upon the group of pupils of various ages and stages of advancement which surrounded him, it was an almost ideal educational instrumentality."

Construction Pick-Up

BOSTON. — That there is an encouraging upturn in the matter of provision for educational needs is made evident by a statement from the Frank Irving Cooper Corporation, which notes that while during the past three years there has been a woeful scarcity of projects in the line of new school buildings, within the past six months the situation has materially changed, and there are now demands made on its drafting rooms for a full dozen new schoolhouse constructions. Much of the activity is due to the aid promised by the government, and most of the commissions are for PWA projects.

No Politics

Teachers in France Told Not to Meddle

PARIS. — Mario Roustan, French Minister of Education, has taken a firm stand in regard to political agitation in the national and communal schools—there must be none. It was different with his predecessor, Aime Berthod, who so encouraged it that the National Confederation of Teachers had tried to dictate the policy of the government with emphasis on communistic and Socialist formulae.

Ask Book Ban

Colored Group Will Meet with Superintendents

BOSTON.—"Captain Courageous," a book on which a whole generation of American and British boys modeled their ideal of manhood, which is on the recommended reading list in Boston public schools, has been attacked as fomenting racial animosity. Rudyard Kipling's classic and Wylie Thompson's "First United States History" have become the targets of the South End Parent-Teacher Association, which has demanded that both books be banned from the schools. Acting on the motion of Maurice J. Tobin, committee member, the Boston School Committee voted to invite representatives of the Negro race to a meeting with the board of superintendents to discuss objections filed against two books in use in the schools. In his request for a conference, Tobin said in part: "The attempt on the part of certain candidates for the School Committee to inflame the minds and arouse the animosity of our respected Negro citizens against the public schools is most reprehensible."

Dancing Offered

Would Break Down Freshman Shyness

MADISON, N. J.—Dancing may not be exactly a liberal art, but members of the freshman class at Brothers College, Drew University, will find it a part of their education, according to plans of Physical Director Harry Simester. In an effort to encourage the new students to take more part in social activities, Mr. Simester is planning a free dancing class to be held in the university gymnasium several nights a month. Mrs. Simester and wives of other faculty members will instruct. The dancing course is elective and not compulsory, however.

Wall Flowers

Not Allowed to Bloom At University of Vermont

BURLINGTON, Vt.—Wall flowers, boys and girls, at the University of Vermont are to have no excuse for blooming. As has been the custom for the last few years, a social dancing class for men and women who feel a little doubtful about their terpsichorean preparation for college life is being sponsored by the university. The class is under the tutelage of Miss Annis Baldwin of the physical education department.

Subsidy vs. Freedom

MEXICO, D. F.—The University of Mexico, 400 years old, the oldest on the American continent, faces a crisis which threatens its end as an independent institution. The university council, lacking funds to continue classes, resigned rather than accept a Government subsidy which would mean a sacrifice of the right of freedom of instruction. President Lazaro Cardenas had promised the university the sum of $3,000,000 (about $840,000 United States money) provided it would agree not to furnish instruction contrary to the Government's socialistic education program. The principal university building is in possession of members of radical student organizations. It was reported that these organizations would attempt to organize classes and seek Government support in return for which they would agree to follow a prescribed course of instruction.

Among the Schools

Teachers Get "Homework" in New Progressive Methods Program

NEW YORK.—The first major move toward putting into practice the program of individualized instruction projected for the city school system by Dr. Harold G. Campbell, superintendent of schools, was taken recently with the distribution to teachers and principals of a selected list of 174 books on progressive teaching methods.

The list was drawn up by a committee named in June, 1934, to "determine what may be done better to adapt our elementary schools to the varying needs and abilities of the children." The bibliography represents the first tangible result of the committee's research, but many progressive experiments initiated in limited numbers of schools by the group's chairman, Associate Superintendent Stephen F. Bayne, have indicated the course of its activity.

The "homework" assigned by the committee to the city's school teachers is designed to free their minds of "worn-out notions" and prepare them for the individualized curricula that Dr. Campbell contemplated in appointing the advisory body.

Principals will be expected to discuss the recommended readings at staff conferences. Group, as well as individual, study of the list by teachers is suggested by the committee.

Daily Salute

Saugus Would Discover Non-Saluters

SAUGUS, Mass. — Confronted with the fact that at least six children in Saugus would continue to refuse to salute the flag because of the tenets of their religious denomination, school officials of the town ordered a daily, instead of a weekly, salute, to determine how widespread was the practice. This action followed a decision by Attorney-General Dever that school authorities may take "appropriate disciplinary measures" against any such pupils. Previously, the Lynn School Committee had expelled an eight-year-old boy for refusing to salute the flag. A Harvard graduate has volunteered to tutor the latter.

Few Failures

Nearly All Pupils Progress in Grades

OKMULGEE, Oklahoma.—Less than 4 per cent of Okmulgee school children do not receive promotions, according to a report from the office of W. M. Chambers, superintendent of city schools. Retentions do not always mean that the student cannot learn as well as his fellows, Mr. Chambers says. He pointed out that there are many causes for retentions in a grade. Illness is one of the hazards. Out of 1,327 pupils enrolled from the seventh to twelfth grades, inclusive, there were only sixty-nine retained. Promotions went to 1,258. Of this number, 610 boys passed to the next grade and 648 girls passed. Almost three times as many boys failed as girls, however. Of the retentions there were fifty-two boys and seventeen girls.

Bans Message

W. C. T. U. Legends Not Permitted in Schools

WILLIAMSTOWN, Mass.—A flock of blotters bearing legends of admonition against the alleged evils of alcohol and tobacco were apparently destined not to reach the students of this town's high school for whose perusal they were intended. John Clark, principal of the school, was given thirty blotters by the Berkshire County branch of the Woman's Christian Temperance Union, but he declined to put them into circulation. Mrs. Ralph Hatch, of Pittsfield, president of the temperance unit, said Clark wasn't doing his part to educate the children under his care.

Patrol System

Safety Attained By St. Louis Pupils

ST. LOUIS, Mo. — Opposition was voiced here recently to the campaign initiated by the executive committee of the National Congress of Parents and Teachers to abolish the schoolboy patrol system. It was pointed out that St. Louis has tried this measure of child safety for the last seven years and it is reported without flaw. Editorially the St. Louis Globe-Democrat stated: "In the seven years the patrol has functioned in this community not a member of the patrol representing various public and parochial schools has been injured and no child enjoying their guardianship in crossing streets adjacent to schools has been involved in serious accident. We must credit this happy outcome to white-belted patrol workers themselves."

Girl Mayor

School Picks Blonde To Head Its Government

QUINCY, Mass. — Miss Josephine Ward, fifteen, blonde member of the ninth grade, was elected "mayor" of the Central Junior High School. She carried twenty-four of the twenty-six wards (classrooms), making her the fourth girl mayor since the Australian form of government was inaugurated at the school twenty-two years ago. At her inauguration she named a president of the "city council," and appointed various officers. Three girls and two boys were elected councilors-at-large: Edna Thorner, Catherine Kelly, Clare Healey, Lawrence Copeland, and Franklin Guild. Thirty-seven ward councilors also were elected.

Travel Talks

Teachers Relate Their Observations

FAIRFIELD, Conn.—Five Fairfield High School teachers who traveled during the vacation months recently described their trips at the Fairfield Teachers' Institute. They described world conditions and their relations to education. The teachers who gave the talks were: Miss Ruth B. Hall, who traveled extensively in the United States; Miss Evangeline E. Massee, who visited France; Miss Emily M. Scully, who journeyed through Italy, and Miss Mary E. Wright and Miss Marion S. Donaldson, who made a bicycle tour of England. Alanson C. Harper, instructor in modern history, economics, and sociology, summarized the talks and pointed out their significance from an economic and social standpoint.

Peace Reigns

One School Board Steps Out in Favor of Other

ALEXANDRIA, Ind. — Resignation of one of two rival school boards restored peace to this community after a turbulent night recently during which the home of G. J. Armstrong was pelted with rocks, bottles, and tomatoes. Mrs. Armstrong was a member of the board that resigned, giving way to a board appointed by the City Council. The board left in control indicated it would reinstate F. O. Medsker as school superintendent. Ousting of Mr. Medsker led to a demonstration by his supporters and culminated in bombardment of the Armstrong home with damage of $500. The board closed the schools for one week, terminating a strike of 175 junior high school pupils backing Mr. Medsker.

Among the Schools

To Stay Open

Maine Governor Sees No Reason to Shut Schools

PRESQUE ISLE, Me. — Governor Louis J. Brann has assured schools officials of Aroostook County communities that the State would not permit schools to remain closed this winter for lack of funds. Governor Brann, Commissioner of Education Bertram E. Packard, State Controller William A. Runnells, and Paul Edwards, director of the Maine ERA, were here on a school investigation tour. Municipal finances in Aroostook County were severely weakened in the past year by poor prices for potatoes, the county's principal source of revenue. "I do not believe that the State can permit any school to close," the Governor said, "so long as Maine has any credit."

Again Accredited

CORONA, Cal.—The Corona High School has again been re-accredited with the University of California. According to George L. Ogden, vice principal, the university has always followed the plan of accrediting secondary institutions after a study of the previous years' scholastic work. There are a total of 502 institutions now in good standing for admission of their students into the university—372 public schools and 130 private schools. The local school's high scholastic standing has been thus recognized by the State University for more than ten years.

Schoolhouse Retired

WATERTOWN, Mass.—Against the recommendation of the finance committee, a special town meeting in Watertown voted an appropriation of $110,000 for a new schoolhouse to be built as a WPA project. The vote was 114 to 43. The new building, a 21-room affair, will replace the eighty-one-year-old Phillips School. The government will pay 45 per cent of the total cost of $160,516.

Fraternities Taboo

Little Rock Moves To Abolish School Groups

LITTLE ROCK, Ark.—Steps have been taken by the board of education here to abolish fraternities and sororities in the schools, beginning this year. A pledge has been drawn up which students of Senior High School must sign stating briefly that if they are not already members of the secret organizations they will not join. The pledges were not issued at junior high schools and elementary schools as it was pointed out that the law clearly prohibits existence of such organizations in these schools. Students already belonging to such organizations at high school will be permitted to continue membership until graduation, but those who join with beginning of school this year will be barred from athletics and all extra-curricular activities at high school, it was said. Students are required to sign pledges stating whether they did or did not belong to such organizations on or after May 29 when they were barred from the schools by the board of education.

Big Enrollment

St. Louis Expects To Exceed Past Records

ST. LOUIS, Mo.—A new high record for enrollment was established here for the 149 public schools when they received 98,075 boys and girls on opening day. This represented an increase of 662 over the initial day's attendance last year and was 75 more than Board of Education officials estimated for this year. It is anticipated the registration will increase gradually until more than 120,000 pupils are in classrooms before the end of the school year. Last year the enrollment reached a maximum of 119,782. Dr. Henry J. Gerling, superintendent of instruction, said the increase resulted from gains in the high schools and in Negro elementary classes which more than offset a considerable drop in white elementary school enrollment.

Kept Out

Pupils Excluded as Tuition Bill Is Unpaid

CAMDEN, N. J. — Sixty students from Bellmawr were excluded from their classes at Haddon Heights High School recently because of the failure of the Ballmawr Board of Education to pay $5,572 tuition fees owed to the Haddon Heights school board for last year. The school boards of Somerdale and Lindenwold, however, made an agreement just before classes opened for the fall session. Harry G. Proctor, head of the Haddon Heights School Board, said satisfactory arrangements had been reached with officials of the two communities. Somerdale owes $5,553 and Lindenwold $7,502.

Increase to Remain

AUGUSTA, Me. — An "appreciable increase" in the number of students attending Maine high schools was attributed by Bertram E. Packard, state education commissioner, to lack of work for children of those ages. "Because they cannot find work and there is nothing else for them to do, they enter the high schools," Dr. Packard said. "I look for that condition to continue indefinitely."

Record Number

Athol High School Has Greatest Enrollment

ATHOL, Mass.—Athol High School opened the school year of 1935-36 with the largest enrollment in its history, 504 pupils. The total enrollment for the public schools was set at 2,149. George S. Goodell, formerly superintendent of schools in Mansfield, is now head of the Athol schools. A considerable program of repairs to school buildings, with WPA aid, is planned for the present year.

Seeks Subsidy

GROVETON, N. H. — The school board of Groveton has applied for Federal subsidy in home economics under the George-Ellzey act for 1935-36. The Stratford High School received aid last year in home economics and is applying for aid again this year.

Massachusetts University Extension

COURSE IN CURRENT AFFAIRS

Fourth Season

The Time: Thursdays, 6-7 P. M., starting November 21.
The Place: Old South Meeting House, Boston.
The Fee: Three Dollars — Eight Lectures.
The Instructor: ANSON W. BELDING, Editor, Journal of Education.

Among the Schools

Boulder Moves

BOULDER, Col.—Under Superintendent V. M. Rogers's administration last year the following are some of the things accomplished: Establishment of health requirements for all teachers and employees; physical examination of school children through co-operation of local physicians, with a definite follow-up program by the health department of the school; a plan for retirement of teachers on an annuity basis. Adjustment of the teaching personnel was made in such a way that all elementary principals are teaching. In this way a material saving to the district has been made. Atypical children are cared for in an ungraded room. A set of minimum requirements for applicants for positions in Boulder schools was established. While many teachers spent the past summer in travel, fully seventy per cent took courses in universities or teachers' colleges.

Secret Marriages

Teachers Must Return Pay If "Guilty"

MEDFORD, Mass. — Any Medford school teacher who secretly marries and does not resign her position, will be compelled through court action, in the future, to reimburse the city for all money paid from the date of her wedding, it was announced. Members of the school committee took steps to prevent secret marriages by deciding that the school rules would be rigidly enforced. Daniel W. Daley, member of the committee, said that in each instance where it was found that a teacher had been secretly married steps would be taken to recover and restore to the city treasury all money paid out. Daley said that the marriage of a teacher automatically ended her teaching contract under the rules and regulations. At least two instances in which teachers have been married and continued their work for weeks have been discovered.

Services Restored

SALEM, N. J.—Pupils returning to school this Fall found their buildings reconditioned with repairs and painting in evidence. According to Superintendent Halliday R. Jackson, a music supervisor and two physical education supervisors have been selected to fill offices discontinued three years ago. An additional teacher of manual training has been added to the staff. Last year sick leave costing $992.38 was restored after having been dropped for three years. Thorough physical examinations are now available to pupils in grades 1, 2, 4, 7, and 9.

Fourth to College

AYER, Mass.—The class of 1935 at Ayer High School has made a record for itself in the proportion of pupils entering college—eleven out of forty pupils. The colleges attended are Harvard, Wheaton, Simmons, University of Maine, Boston University, and Tri-State College of Indiana. In addition to those going to college there are several continuing their education along other lines.

Wilmington's Pride

WILMINGTON, Del.—Rated as one of the finest high schools in the country, the Pierre S. duPont Senior High School here opened for the Fall term, relieving the congestion in the Wilmington High School. The new school cost approximately $2,000,000. It has accommodations for nearly 1,800 pupils.

Gerling to the Rescue

Educator Would Cut Pupils' Bank Losses

ST. LOUIS.—Dr. Henry J. Gerling superintendent of schools, has personally pledged $25,000 to help repay losses of 20,000 school children in two closed banks. Dr. Gerling offered the money to the Board of Education from his personal funds. He acted after the St. Louis Court of Appeals affirmed a decision that denied petitions of the children to have their claims against the savings trust company placed in the preferred class. Assets of the Savings Trust Company and the Natural Bridge Trust Company, in which about $92,500 of school children's thrift club funds were deposited, are being liquidated. It was estimated neither bank would pay more than 60 per cent on depositors' claims. Dr. Gerling said he considered it a "moral obligation" that the children be paid. He added that other persons have contributed $1,550 to the guarantee fund.

Palmer Method Blackboard Wall Cards

Every classroom should be supplied with Palmer Method Blackboard Wall Cards, containing the entire alphabet of capitals, small letters, figures and symbols. The large white letters and the blackboard-like finish of the cards make them easily visible from all parts of the room when they are used as a decorative border. Available with correct letter forms for any system of handwriting. State system used when ordering. Price, 50c a set postpaid. In quantities, 30c a set f. o. b. New York.

Send for our complete catalog.

THE A. N. PALMER COMPANY

55 Fifth Avenue New York, N. Y.

ROCKY MOUNTAIN TEACHERS' AGENCY

Wm. Ruffer, Ph.D., Mgr., 410 U. S. Nat. Bank Bldg., Denver, Col.

Unexcelled Service. Largest Teachers' Agency in the West.

"We Enroll Only Normal and College Graduates."

Make your "Card Catalogue" alive with *Wilson-Way* Photos.

Wilson-Way School Photography, Cambridge, Mass.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

McGraw-Hill Book Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Row, Peterson and Co., Evanston, Ill.

Benj. H. Sanborn & Co., Chicago.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.
Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR COMPANY
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Meet These Contributors

GARRY CLEVELAND MYERS, contributing editor and author of "*Fear of the Critic Teacher*," in this issue (page 444) has taught at every level from first grade to graduate school, inclusive. Has Ph. D. from Columbia in psychology. Member of several scientific societies, author of half a hundred researches, also books for children, teachers, and parents. Now heads department of parent education, Cleveland College, Western Reserve University. Editor-in-chief of two magazines — Junior Home for Mothers, and Children's Activities. Newspaper columnist, magazine contributor, and lecturer.

ADA R. MADDEN ("*20 Pointers on Activity Units*," page 446) is Supervisor of Grades in the Watertown, New York, public schools. She is the author of an English text and work book for Grade Six. A graduate of Brockport (New York) State Normal School.

JOHN P. SULLIVAN ("*Boston's Part in School Health*," page 443) is Supervisor of Health Education, Boston public schools. Fellow, American Public Health Association, American Association for Advancement of Science. Contributor to educational and scientific journals. Now completing a biography of James Lovell, Revolutionary schoolmaster, and compiling a History of Boston Public Schools.

• •

Personal Mention

Spaeth To Kansas

KANSAS CITY.—J. Duncan Spaeth, of Princeton University, has been chosen the first president of the University of Kansas City. The new president will finish the academic year at Princeton, taking active charge of the university's administration next September. Dr. Spaeth was born in Philadelphia in 1868, and went to Princeton in 1905 as a preceptor in English at the request of Woodrow Wilson. He is a graduate of the University of Pennsylvania, class of '88.

Three Retire

BOSTON.—Frederick L. Wetherbee, of West Roxbury, chief storekeeper in the Boston school department since 1880 and in the city service for the past fifty-three years, was recently retired on pension. Other retirements include Joseph T. F. Burrell, of Dorchester, sub-master of the Christopher Gibson School for thirty-five years; Kate E. Coney, of West Roxbury, manual training assistant in the schools for the last ten years and in the city service since 1898.

The JOURNAL of EDUCATION

Twice a Month for Better Schools

FOUNDED 1875. EDITED FROM 1886 TO 1933 BY A. E. WINSHIP.

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

GARRY CLEVELAND MYERS — DANIEL P. EGINTON

Advisory Editors:

A. R. BRUBACHER, President, N. Y. State College for Teachers, Albany
E. W. BUTTERFIELD, Connecticut Commissioner of Education
HAROLD G. CAMPBELL, Superintendent of Schools, New York City
PATRICK T. CAMPBELL, Superintendent of Schools, Boston
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, New York City
EVERETT V. PERKINS, Principal, Augusta, Maine
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
E. C. HARTWELL, Superintendent of Schools, Buffalo
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, California Supt. of Public Instruction
WILLIAM McANDREW, Editor and Lecturer, Mamaroneck, N. Y.
A. B. MEREDITH, New York Univ.
WORTH McCLURE, Superintendent of Schools, Seattle
BERTRAM E. PACKARD, Maine Commissioner of Education
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Iowa Superintendent of Public Instruction
PAYSON SMITH, Massachusetts Commissioner of Education
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester

OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Contents for November 4, 1935

REPRESENTATIVE SCHOOL SYSTEMS — BUFFALO 469
Ernest C. Hartwell

INTEGRATION — THE EDUCATIONAL FULCRUM OF TODAY 472
John W. Dickey

CHECKING THIEVERY IN SCHOOLS 473
Byron C. Kirby

A PRESCRIPTION (Poem) 474
Nixon Waterman

PEDAGOGICAL HORNBILLS MUST GO 475
Fanny B. Hayes

OATH-TAKING IS A PRIVILEGE! 477
A. L. Cook

THE ROUND TABLE 478

SCHOOL "MIKE" AS SOCIALIZER 480
Helen L. Spelman

ALL IN THE DAY'S WORK 480
Francis Read

PEDAGOGICAL PENNINGS 481
R. L. Hunt

THE TEACHER AND THE TIMES 482
Show Unemployment the Door!
Those Wilson Ideals
Two Decisions of Labor
The Case for Italy

THE ALCOVE FOR NEW BOOKS 484

THE NEWS DIGEST 485

AMONG THE SCHOOLS 488

PERSONAL MENTION 489

MEET THESE CONTRIBUTORS 489

GRINS BETWEEN GRINDS 491

THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**

The Editors Say...

"THANKS, Mr. Superintendent!"

So why?

Well—you can't really blame us for being grateful or a bit puffed up. The superintendent (whose name will be given on request) printed **these** kind words in a **Bulletin to Principals**:—

"CONCERNING PROFESSIONAL MAGAZINES—

"In arranging the professional literature program for your building this year, may I again call your attention to the 'Journal of Education,' a twice-a-month periodical, published at 6 Park Street, Boston, Massachusetts.

"I think I have told you before that I first became an enthusiastic reader of this periodical some two years ago. I have learned to like it tremendously and look upon it as one of the finest things that come to my desk. I know you and your teachers will enjoy it. The content is particularly well chosen. The editing is splendid. All articles are brief. It has a special feature in a 'News Digest' which teachers will like.

"_____,

Superintendent."

•

"Reading for Fun"

Books and **more** books! What a wealth of them you will find mentioned, reviewed or characterized in our BOOK NUMBER of November 18! "Reading for Fun" will be the general theme. Do school folks do enough of it? Do they lead their pupils to read "for fun" as well as for study? We hope you will like the Book Number. It won't be ALL books, of course. Kansas City will be spotlighted in the "Representative School Systems" series. Other stimulating material will be included.

•

Treasure Hunt

In an advertisement in this issue find a set of three words composed of these letters:—

uaxeptlsvrlaieimlste

Straighten out the words; locate the advertisement in which they appear; and mail your discovery suddenly to Journal of Education Treasure Hunt, Six Park Street, Boston. First correct answer from a state will entitle sender to four months' subscription to this magazine for self—if not already credited with one such award this fall, or for a friend.

Answers must be mailed not later than November 28.

Solution for October 7—What Is the Activity Plan—on page 427.

Among the Schools

To Stay Open

Maine Governor Sees No Reason to Shut Schools

PRESQUE ISLE, Me. — Governor Louis J. Brann has assured schools officials of Aroostook County communities that the State would not permit schools to remain closed this winter for lack of funds. Governor Brann, Commissioner of Education Bertram E. Packard, State Controller William A. Runnells, and Paul Edwards, director of the Maine ERA, were here on a school investigation tour. Municipal finances in Aroostook County were severely weakened in the past year by poor prices for potatoes, the county's principal source of revenue. "I do not believe that the State can permit any school to close," the Governor said, "so long as Maine has any credit."

Again Accredited

CORONA, Cal.—The Corona High School has again been re-accredited with the University of California. According to George L. Ogden, vice principal, the university has always followed the plan of accrediting secondary institutions after a study of the previous years' scholastic work. There are a total of 502 institutions now in good standing for admission of their students into the university—372 public schools and 130 private schools. The local school's high scholastic standing has been thus recognized by the State University for more than ten years.

Schoolhouse Retired

WATERTOWN, Mass.—Against the recommendation of the finance committee, a special town meeting in Watertown voted an appropriation of $110,000 for a new schoolhouse to be built as a WPA project. The vote was 114 to 43. The new building, a 21-room affair, will replace the eighty-one-year-old Phillips School. The government will pay 45 per cent of the total cost of $160,516.

Fraternities Taboo

Little Rock Moves To Abolish School Groups

LITTLE ROCK, Ark.—Steps have been taken by the board of education here to abolish fraternities and sororities in the schools, beginning this year. A pledge has been drawn up which students of Senior High School must sign stating briefly that if they are not already members of the secret organizations they will not join. The pledges were not issued at junior high schools and elementary schools as it was pointed out that the law clearly prohibits existence of such organizations in these schools. Students already belonging to such organizations at high school will be permitted to continue membership until graduation, but those who join with beginning of school this year will be barred from athletics and all extra-curricular activities at high school, it was said. Students are required to sign pledges stating whether they did or did not belong to such organizations on or after May 29 when they were barred from the schools by the board of education.

Big Enrollment

St. Louis Expects To Exceed Past Records

ST. LOUIS, Mo.—A new high record for enrollment was established here for the 149 public schools when they received 98,075 boys and girls on opening day. This represented an increase of 662 over the initial day's attendance last year and was 75 more than Board of Education officials estimated for this year. It is anticipated the registration will increase gradually until more than 120,000 pupils are in classrooms before the end of the school year. Last year the enrollment reached a maximum of 119,782. Dr. Henry J. Gerling, superintendent of instruction, said the increase resulted from gains in the high schools and in Negro elementary classes which more than offset a considerable drop in white elementary school enrollment.

Kept Out

Pupils Excluded as Tuition Bill Is Unpaid

CAMDEN, N. J. — Sixty students from Bellmawr were excluded from their classes at Haddon Heights High School recently because of the failure of the Ballmawr Board of Education to pay $5,572 tuition fees owed to the Haddon Heights school board for last year. The school boards of Somerdale and Lindenwold, however, made an agreement just before classes opened for the fall session. Harry G. Proctor, head of the Haddon Heights School Board, said satisfactory arrangements had been reached with officials of the two communities. Somerdale owes $5,553 and Lindenwold $7,502.

Increase to Remain

AUGUSTA, Me. — An "appreciable increase" in the number of students attending Maine high schools was attributed by Bertram E. Packard, state education commissioner, to lack of work for children of those ages. "Because they cannot find work and there is nothing else for them to do, they enter the high schools," Dr. Packard said. "I look for that condition to continue indefinitely."

Record Number

Athol High School Has Greatest Enrollment

ATHOL, Mass.—Athol High School opened the school year of 1935-36 with the largest enrollment in its history, 504 pupils. The total enrollment for the public schools was set at 2,149. George S. Goodell, formerly superintendent of schools in Mansfield, is now head of the Athol schools. A considerable program of repairs to school buildings, with WPA aid, is planned for the present year.

Seeks Subsidy

GROVETON, N. H. — The school board of Groveton has applied for Federal subsidy in home economics under the George-Ellzey act for 1935-36. The Stratford High School received aid last year in home economics and is applying for aid again this year.

Massachusetts University Extension

COURSE IN CURRENT AFFAIRS

Fourth Season

The Time: Thursdays, 6-7 P. M., starting November 21.
The Place: Old South Meeting House, Boston.
The Fee: Three Dollars — Eight Lectures.
The Instructor: ANSON W. BELDING, Editor, Journal of Education.

Among the Schools

Boulder Moves

BOULDER, Col.—Under Superintendent V. M. Rogers's administration last year the following are some of the things accomplished: Establishment of health requirements for all teachers and employees; physical examination of school children through co-operation of local physicians, with a definite follow-up program by the health department of the school; a plan for retirement of teachers on an annuity basis. Adjustment of the teaching personnel was made in such a way that all elementary principals are teaching. In this way a material saving to the district has been made. Atypical children are cared for in an ungraded room. A set of minimum requirements for applicants for positions in Boulder schools was established. While many teachers spent the past summer in travel, fully seventy per cent took courses in universities or teachers' colleges.

Secret Marriages

Teachers Must Return Pay If "Guilty"

MEDFORD, Mass. — Any Medford school teacher who secretly marries and does not resign her position, will be compelled through court action, in the future, to reimburse the city for all money paid from the date of her wedding, it was announced. Members of the school committee took steps to prevent secret marriages by deciding that the school rules would be rigidly enforced. Daniel W. Daley, member of the committee, said that in each instance where it was found that a teacher had been secretly married steps would be taken to recover and restore to the city treasury all money paid out. Daley said that the marriage of a teacher automatically ended her teaching contract under the rules and regulations. At least two instances in which teachers have been married and continued their work for weeks have been discovered.

Services Restored

SALEM, N. J.—Pupils returning to school this Fall found their buildings reconditioned with repairs and painting in evidence. According to Superintendent Halliday R. Jackson, a music supervisor and two physical education supervisors have been selected to fill offices discontinued three years ago. An additional teacher of manual training has been added to the staff. Last year sick leave costing $992.38 was restored after having been dropped for three years. Thorough physical examinations are now available to pupils in grades 1, 2, 4, 7, and 9.

Fourth to College

AYER, Mass.—The class of 1935 at Ayer High School has made a record for itself in the proportion of pupils entering college—eleven out of forty pupils. The colleges attended are Harvard, Wheaton, Simmons, University of Maine, Boston University, and Tri-State College of Indiana. In addition to those going to college there are several continuing their education along other lines.

Wilmington's Pride

WILMINGTON, Del.—Rated as one of the finest high schools in the country, the Pierre S. duPont Senior High School here opened for the Fall term, relieving the congestion in the Wilmington High School. The new school cost approximately $2,000,000. It has accommodations for nearly 1,800 pupils.

Gerling to the Rescue

Educator Would Cut Pupils' Bank Losses

ST. LOUIS.—Dr. Henry J. Gerling superintendent of schools, has personally pledged $25,000 to help repay losses of 20,000 school children in two closed banks. Dr. Gerling offered the money to the Board of Education from his personal funds. He acted after the St. Louis Court of Appeals affirmed a decision that denied petitions of the children to have their claims against the savings trust company placed in the preferred class. Assets of the Savings Trust Company and the Natural Bridge Trust Company, in which about $92,500 of school children's thrift club funds were deposited, are being liquidated. It was estimated neither bank would pay more than 60 per cent on depositors' claims. Dr. Gerling said he considered it a "moral obligation" that the children be paid. He added that other persons have contributed $1,550 to the guarantee fund.

Palmer Method Blackboard Wall Cards

Every classroom should be supplied with Palmer Method Blackboard Wall Cards, containing the entire alphabet of capitals, small letters, figures and symbols. The large white letters and the blackboard-like finish of the cards make them easily visible from all parts of the room when they are used as a decorative border. Available with correct letter forms for any system of handwriting. State system used when ordering. Price, 50c a set postpaid. In quantities, 30c a set f. o. b. New York.

Send for our complete catalog.

THE A. N. PALMER COMPANY

55 Fifth Avenue — New York, N. Y.

ROCKY MOUNTAIN TEACHERS' AGENCY

Wm. Ruffer, Ph.D., Mgr., 410 U. S. Nat. Bank Bldg., Denver, Col.

Unexcelled Service. Largest Teachers' Agency in the West.

"We Enroll Only Normal and College Graduates."

Make your "Card Catalogue" alive with *Wilson-Way* Photos.

Wilson-Way School Photography, Cambridge, Mass.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

McGraw-Hill Book Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Prentice-Hall, Inc., New York

Row, Peterson and Co., Evanston, Ill.

Benj. H. Sanborn & Co., Chicago.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.
Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR COMPANY
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Meet These Contributors

GARRY CLEVELAND MYERS, contributing editor and author of *"Fear of the Critic Teacher,"* in this issue (page 444) has taught at every level from first grade to graduate school, inclusive. Has Ph. D. from Columbia in psychology. Member of several scientific societies, author of half a hundred researches, also books for children, teachers, and parents. Now heads department of parent education, Cleveland College, Western Reserve University. Editor-in-chief of two magazines — Junior Home for Mothers, and Children's Activities. Newspaper columnist, magazine contributor, and lecturer.

ADA R. MADDEN (*"20 Pointers on Activity Units,"* page 446) is Supervisor of Grades in the Watertown, New York, public schools. She is the author of an English text and work book for Grade Six. A graduate of Brockport (New York) State Normal School.

JOHN P. SULLIVAN (*"Boston's Part in School Health,"* page 443) is Supervisor of Health Education, Boston public schools. Fellow, American Public Health Association, American Association for Advancement of Science. Contributor to educational and scientific journals. Now completing a biography of James Lovell, Revolutionary schoolmaster, and compiling a History of Boston Public Schools.

• •

Personal Mention

Spaeth To Kansas

KANSAS CITY.—J. Duncan Spaeth, of Princeton University; has been chosen the first president of the University of Kansas City. The new president will finish the academic year at Princeton, taking active charge of the university's administration next September. Dr. Spaeth was born in Philadelphia in 1868, and went to Princeton in 1905 as a preceptor in English at the request of Woodrow Wilson. He is a graduate of the University of Pennsylvania, class of '88.

Three Retire

BOSTON.—Frederick L. Wetherbee, of West Roxbury, chief storekeeper in the Boston school department since 1880 and in the city service for the past fifty-three years, was recently retired on pension. Other retirements include Joseph T. F. Burrell, of Dorchester, sub-master of the Christopher Gibson School for thirty-five years; Kate E. Coney, of West Roxbury, manual training assistant in the schools for the last ten years and in the city service since 1898.

DIRECTORY OF TEACHERS' AGENCIES

THE GRACE M. ABBOTT TEACHERS' AGENCY

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

Member National Association Teachers' Agencies

AMERICAN AND FOREIGN TEACHERS' AGENCY

19 West 44th Street, New York

Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.

MISS AGNES HOOKER MISS NELLIE R. TALBOT

Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY

Our methods conform to the highest standards of placement work

49 PEARL ST., HARTFORD, CONN. | CLAPP BUILDING, PORTLAND, MAINE | 14 BEACON ST., BOSTON, MASS.

THE FICKETT TEACHERS' AGENCY

EDWARD W. FICKETT, Prop. Tel Laf. 4756

N. A. T. A. Member

8 BEACON STREET, BOSTON

Established 1885

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.; New York, 70 Fifth Ave.; Syracuse, N. Y., 139 Fage Ave.; Philadelphia, Walnut and Juniper Sts.; Portland, Ore., 409 Journal Bldg.

Send for circular and registration form free

ALBERT TEACHERS AGENCY

25 E. Jackson Blvd., Chicago, Ill.

50th Year — The well prepared and successful teacher is earnestly sought by our many clients for College, Teachers' College, Public and Private School work. Write for folder. Chicago Agency member NATA.

Correspondent Agencies:

E. T. Duffield, 535 5th Ave., N. Y.

Alta B. Collier, Inc., Hyde Bldg., Spokane

KELLOGG'S TEACHERS' AGENCY

Established 1889

31 Union Square, New York, N. Y.

(Broadway at 16th Street)

B. F. Mannion, Miss M. B. Gosman, Managers

Telephone Algonquin 4-1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.

Member National Association of Teachers' Agencies

The TEACHERS EXCHANGE

OF BOSTON — 6 PARK ST.

Recommends Teachers, Tutors and Schools.

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager

6 Beacon St. . . . Boston, Mass.

Long Distance Telephones: Office and Residence

PROMPT! COURTEOUS! FAIR!

Member National Association of Teachers' Agencies

This space available for Teachers Agency Announcement

Grins Between Grinds

NJIC

"Senator, you promised me a job."

"But there are no jobs open."

"Well, you said you'd give me one."

"Tell you what I'll do: I'll appoint a commission to investigate why there are no jobs and you can work on that."

• •

Station to Station

An Aberdonian was traveling from London to his home. At every station he got out and returned breathless and perspiring a few minutes later. An English traveler watched him in astonishment, and asked, finally: "Would you mind telling me why you keep rushing out at every station?"

The Aberdonian replied: "Aweel, ye ken, I've been to London to consult a specialist. He telt me I was awfu' ill and that I micht drap deid before I got home, so I'm jist bookin' ma passage frae station to station."

Price Fixing

The village blacksmith was a cockney with a sense of humor. One day a customer called and asked his price for welding a piece of iron. He asked the smith how he arrived at his charges.

The smith replied: "W'en Hi gets me job done, Hi looks hit hover, and charges hall that me conscience hallows. Then Hi shuts me heyes and doubles hit."

• •

You Tell

Little Boy—"Pa!"

Father—"What is it, now, son?"

Little Boy—"How many legs would you have to pull off a centipede to make him limp?"

• •

Safe Deduction

Police Sergeant—"A college student, eh?"

Prisoner—"Yes, sir."

Patrolman—"It's a stall. I searched his pockets and found money in them."

• •

Mystery Clue

A man, looking at neckties in a haberdashery, brushed several of them aside rather contemptuously. When he noticed the clerk putting these rejected ties into a separate box he became curious.

"What becomes of those ties?" the customer asked.

"We sell them to women who come in here to buy ties for their men," was the clerk's frank reply.

• •

The Breaking Point

Entries in a small boy's diary:—

Feb. 24—Got an airgun for my birthday.

Feb. 25—Snowing. Can't go hunting.

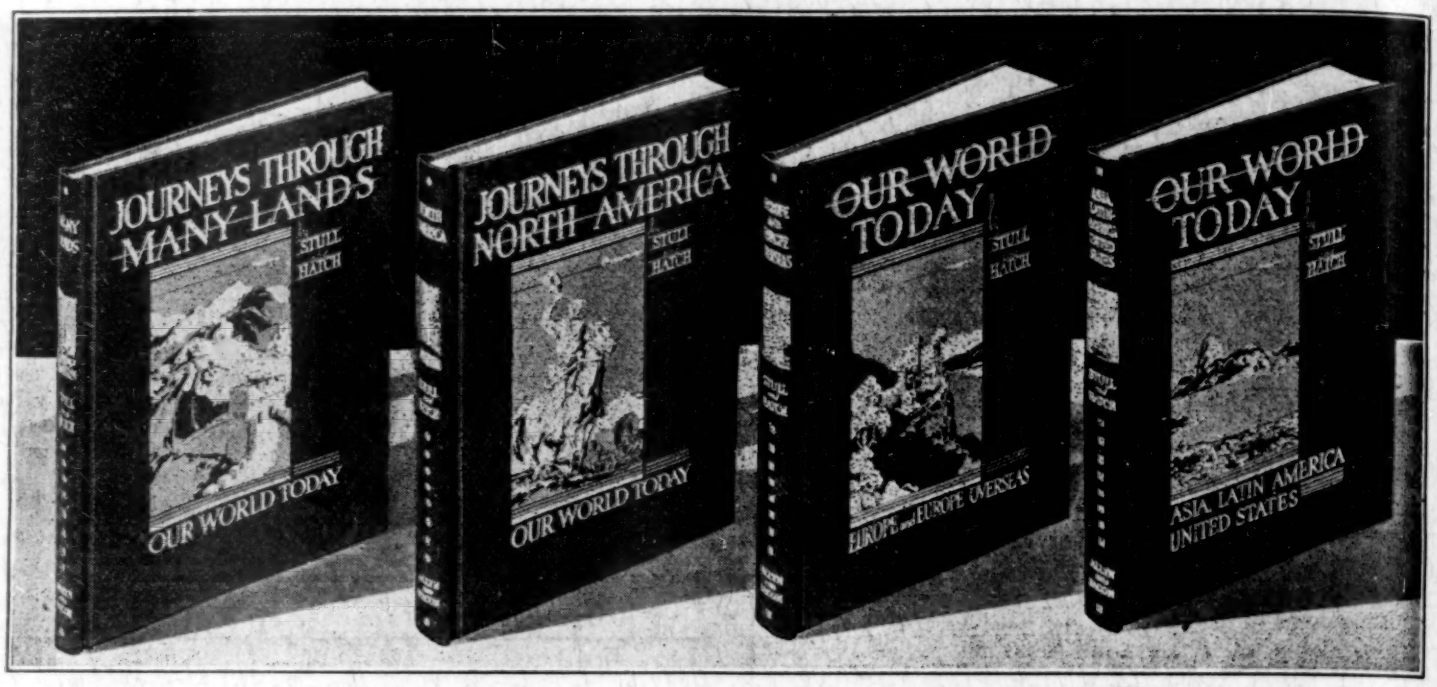
Feb. 26—Still snowing. Can't go hunting.

Feb. 27—Still snowing. Shot at Grandma.

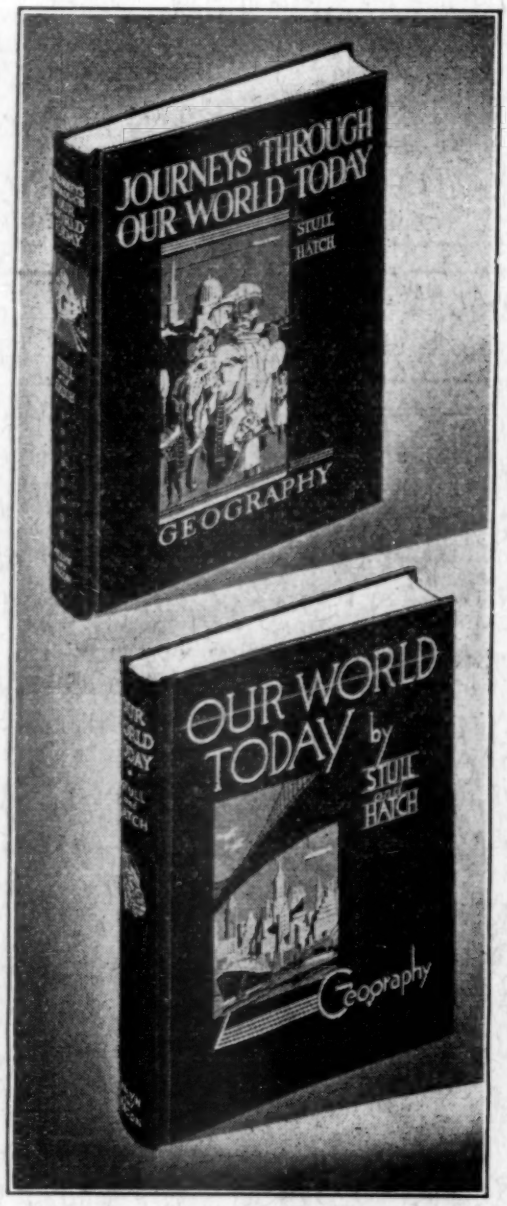
• •

Fair Weather Friends

A banker is a fellow who offers you an umbrella when the sun is shining and asks for it back when it begins to rain. The reason he wants it back is because it was some one else's umbrella in the first place. — *El Paso World News.*



New Complete Series of Geographies



OUR WORLD TODAY

DE FOREST STULL
Teachers College, Columbia

ROY WINTHROP HATCH
State Teachers College, Montclair

NEWNESS **INTEREST** **BEAUTY**

You've seen the world,
The beauty and the wonder and the power,
The shape of things, their colors, lights, and shades,
Changes, surprises. —Browning.

In the field of geography for the first time in years, Newness in substance as well as in dress is an accomplished fact, for the series is new in every sense.

Interest as well as Newness is a distinctive feature of Our World Today. Every page shows the skill of two teachers who *know* from experience how to make geography interesting to children.

And the series is attractive beyond comparison. Sight-saving typography, skillful selection and arrangement of pictures, superior maps set new standards in line with latest authority.

Allyn and Bacon

BOSTON NEW YORK CHICAGO
ATLANTA SAN FRANCISCO DALLAS